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ABSTRACT

This pack provides material for new tutors who are beginning to be involved in literacy work with adults. The activities can be used in one-to-one or small group situations and include a range of suggestions for beginning learners and those needing to brush up on their skills. This pack contains nine sections. Section 1 provides ideas for helping beginning readers, including using a language experience approach, methods of teaching reading, activities for beginning readers, and building up reading skills. Section 2 contains activities to help "not bad" readers become more fluent, questioning, and able to deal with a wider range of materials. Section 3, on learning to learn, presents ways to help students develop an approach to working that will ensure that they get the most out of their time. Section 4 provides various tasks to help a beginning writer get started. Section 5 suggests ways for students to improve the range and quality of their writing. Topics in this section include the writing process, purpose and style, drafts, and punctuation. Section 6 provides activities to help the tutor analyze the spelling errors students make and discover strategies for remembering correct spelling. Section 7 contains activities to help students develop talking and listening skills. Section 8 suggests ways to help students identify goals and plan for the future. Section 9, the final section, provides addresses and materials that other tutors have found useful. (YLB)

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THE STARTER PACK

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THE STARTER PACK

'THE STARTER PACK – Materials for Tutors in Adult Literacy' is the successor to the *'Adult Literacy Resource Pack'*, which was first published in November 1975. Over the years the *'Resource Pack'* sold over 100,000 copies largely, I think, because it met an immediate need for many new tutors. It provided ideas and suggestions about how to begin to help someone improve reading and writing and many tutors relied on the *'Resource Pack'* to get them through the first few sessions.

Although the *'Resource Pack'* was slightly amended over the years by the time it was withdrawn, it was old fashioned and dated. Demand was still considerable, however, and we decided to meet this clear need by producing an entirely new Pack.

'The Starter Pack' is precisely what the title implies; material for new tutors who are beginning to be involved in literacy work. It is not intended to provide a long term fund of material but it should help in getting you started.

Prices have inevitably risen since 1975 when the original *'Resource Pack'* cost £1 a copy. ALBSU has tried to keep the price of the *'Starter Pack'* as low as possible, although the amount of material included is considerably larger than in the original Pack.

Alan Wells
Director

Who is the Pack for?

THE pack is for tutors who are new to teaching adults who have difficulty with basic English. The activities and approaches can be used in 1:1 or small group situations and include a range of suggestions suitable for beginning learners as well as those needing to brush up on their skills for work or study.

The materials are not designed for speakers of other languages or for adults with learning difficulties. However, much of the advice about how to create a good learning environment is applicable to any teaching situation, and many of the materials and activities are adaptable for a wide variety of learners.

What sort of Pack is it?

THIS is a pack to start you off. It should see you through the early days when you are getting to know your students and discovering their particular needs. It has ideas and advice about ways of working and what to use. The aim of the pack is to help you approach teaching in a way which encourages the student to learn. Hopefully, it will be a source of ideas for you to extend and adapt to suit the students you work with.

How to use this Pack

THERE are nine sections each marked by a different colour band. They are in no particular order. Look through each section so that you are familiar with the contents.

Encourage students to browse through the pack, to select areas to work on and to suggest additional work which is relevant or important to them. Students who take control by discussing what they need to learn and how they are progressing, will learn much faster than those who wait for others to tell them what to do.

Though there is no particular place to start, it may be useful to use some sections alongside the others eg. 'Learning to Learn' because it shows how to develop an effective style of working, and 'Moving On' because it requires students to think about what they are working towards; this gives a focus to the work and provides motivation.

'Resources' can be dipped into at any time for suggestions of other materials.

Use the pack *with* the student. Everything it says about teaching and learning is as important to the student as to the tutor. Be available to give all the help that's necessary but don't sit over people at times when they could be working independently. Could you work with someone looking over your shoulder?

Start Reading

Lots of ideas for helping beginning readers.

Starting off 1

Make Your Own Reading Material 2

Using a Language Experience Approach 3

Simplifying Texts 6

Methods of Teaching Reading – A summary 8
- language experience
- using the context – prediction
- recognising whole words
- sounding out – using phonics
- dolch list

Activities for Beginning Readers 14
- choosing what to read
- spot the writing style
- shared reading
- taped reading
- making your own recordings

Building up the Reading Skills 16
- guess what comes next
- put it in the proper order
- fill in the gaps

Be a Better Reader

Activities to help 'not bad' readers become more fluent and questioning, and able to deal with a wider range of materials.

How does your student read? 1
- Miscue analysis
- reading aloud – how to listen

Questionnaire – how do good readers read? 3

Use the right approach to reading 4

Reading in detail 5
- turning words into diagrams
- turning words and numbers into charts

Thinking about the writer 7
- different points of view
- detecting the bias

Hidden persuasion 8

Getting the message 9
- fact or opinion
- find the main points

Learning to Learn

Ways to help students develop an approach to working which will ensure they get the most out of the time they put in to learning.

1 Tutor as the expert 1

2 Student as an active learner 2
- set a goal and break it into steps
- make a lesson plan
- organise your activities

Start Writing

A variety of tasks to help a beginning writer get started.

3 Starting off 1

6 Making a plan for writing development 2

8 Finding ideas for writing 4

14 First things for beginning writers 5
- name and address
- greetings
- shopping lists
- messages and memos
- writing cheques
- filling in forms

Write More Write Better

Ways for students to improve the range and quality of their writing.

1 The writing process 1

3 Purpose and style 2

4 Making plans for writing 3

5 Different writing styles 5

7 Quality and quantity – working on drafts 7

8 Working on sentences 8

9 Building sentences into paragraphs 9

16 Developing vocabulary 10

Punctuation 12
- sentence boundaries
- commas
- apostrophes

Handwriting 18

Spell Well

Analyse the errors which students make and discover the strategies which can be used for remembering spellings.

Dos and don'ts for students and tutors 1

A system for teaching spelling 2

Starting point 3
- analysing
- recording

Strategies for remembering spellings 5
- Look. Say. Cover. Write and Check
- mnemonics
- breaking words into syllables
- working on letter patterns
- some rules
- homophones
- prefixes and suffixes

Talking and Listening

Activities to help students develop the oracy skills which are an essential part of effective communication.

Questionnaire – how good a talker and listener are you? 1
- what needs work?

Practising talking and listening 3
- leaving and taking messages
- giving and following instructions
- interviewing and being interviewed
- debate
- role play
- discussion

Moving On

Ways to help students identify goals and plan for the future.

Which way next? 1

Planning for the future 2

Resources

Addresses and materials which other tutors have found useful. Local basic skills organisers should add to this list.

Group Members

ALBSU would like to thank the following people for their contributions of material and advice:

Janine Eldred
Assistant Education Officer, Rotherham Local Education Authority.

Linda Knights
Advisory Tutor for Adult Basic Education, South East Essex.

Christine Leigh
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Linda Lever
Curriculum Development Resources Organiser, Liverpool Education Authority.

Meryl Powell
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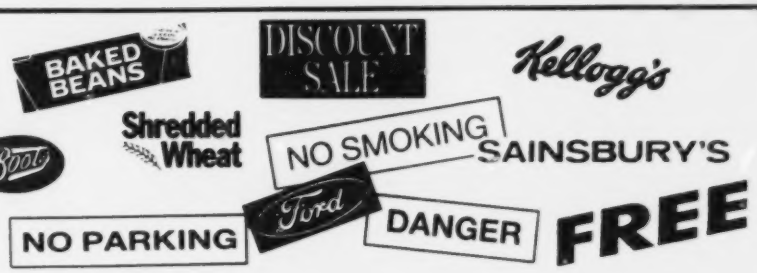
Design: Studio 21

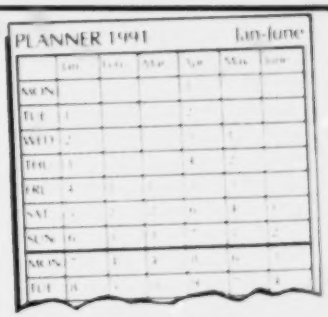
Starting Off

REMEMBER – Beginning readers are not beginning thinkers or beginning learners.

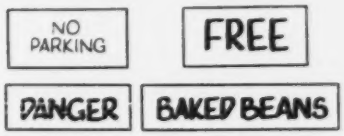
Adults who say they can't read can often recognize many of the words they see everyday in shops, on the street, on television, in the papers.

They have ideas, opinions, experience and skills which will be useful in learning to read if your methods and materials build on the students' strengths.





- Pick out words which students may recognize from things they use.
- Copy these onto cards for matching with the original.



- Highlight easy reading pieces in magazines. Don't cut them out, give the student the publication.
- The student can build up lists of sight vocabulary in alphabetical order. Check that words are copied correctly.
- Use the words the student knows in simple sentences for reading practice.

"You pay less for beans at Sainsburys."

"Parking is free in ASDA"

"Boots is closed on Friday"

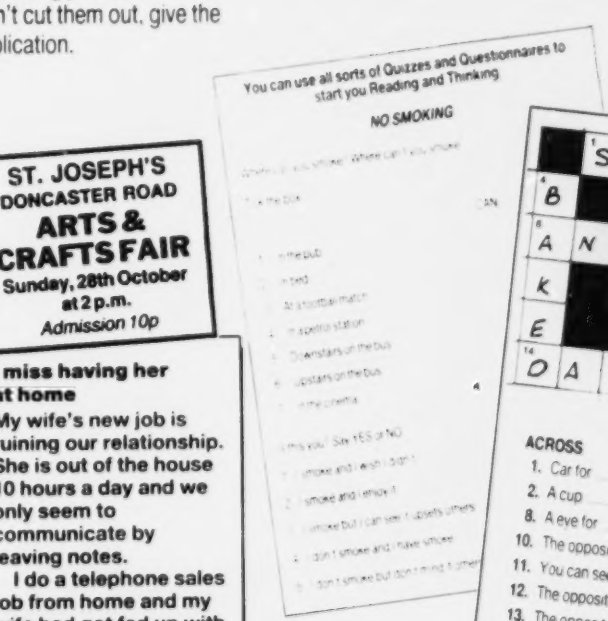
- Make your own quizzes and word puzzles using the student's own vocabulary.

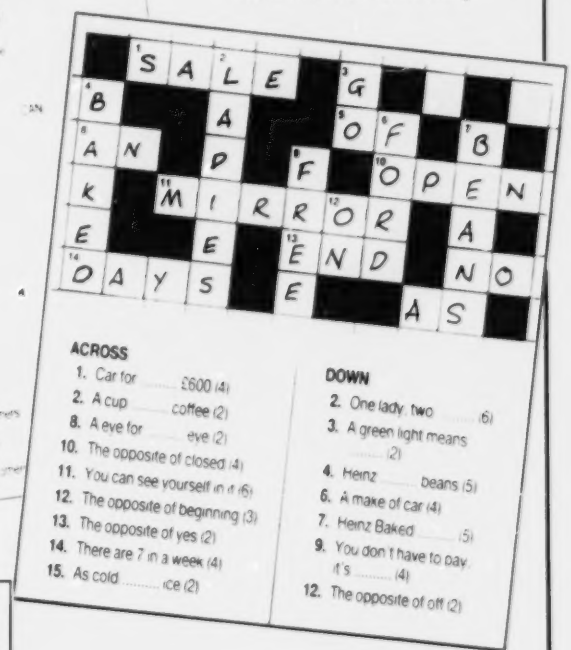
ST. JOSEPH'S
DONCASTER ROAD
ARTS & CRAFTS FAIR
Sunday, 28th October at 2 p.m.
Admission 10p

I miss having her at home

My wife's new job is ruining our relationship. She is out of the house 10 hours a day and we only seem to communicate by leaving notes.

I do a telephone sales job from home and my wife had got fed up with me being under her feet.




ACROSS
1. Car for £600 (4)
2. A cup ..... coffee (2)
8. A eye for ..... eye (2)
10. The opposite of closed (4)
11. You can see yourself in it (6)
12. The opposite of beginning (3)
13. The opposite of yes (2)
14. There are 7 in a week (4)
15. As cold ..... ice (2)
DOWN
2. One lady, two ..... (6)
3. A green light means ..... (2)
4. Heinz ..... beans (5)
6. A make of car (4)
7. Heinz Baked ..... (5)
9. You don't have to pay, it's ..... (4)
12. The opposite of off (2)

Make Your Own Reading Materials

THE best way to start with beginning readers is to use texts they have composed themselves which you have written down. They will feel confident with these materials because the language and content is familiar.

Through practice they will learn to recognize the words individually and in other pieces of writing.

This method of learning to read is called **The Language Experience Approach.**

Your task is to help students compose short pieces in their own words and write or type it for them in clear print. ►

My name is Ray Dawes.

I work for Bentleys the builders.

My work is site clearing and driving.

Our son is getting married on Saturday.
We are going to Glasgow on Friday
to meet the in-laws.
I feel a bit nervous about it.

How to do it

- *First* – Find something to get the student talking, e.g. family, job, ambitions, or have available a stock of photographs or illustrations to comment on.

  Any topic will do to start a conversation. Allow time for plenty of discussion.

- *Next* – Explain that you are going to write something together. Help the student compose a few sentences about the topic you have been discussing and write the words clearly as they are dictated to you.

- *Then* – Read it back and ask if the student wants to change or add anything.

  People rarely write exactly as they speak and will want to use a style they think is appropriate for reading.

  It doesn't matter how many changes are made as long as what you end up with is still in the student's own words.

- Finally – write it clearly, breaking it into lines which read naturally.

DAILY MIRROR, Friday, November 9, 1990 Page 5

SICK! SEX TO BE MADE LEGAL FOR KIDS OF 12

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Using a Language Experience Approach

- Choose something interesting to talk about. ▼

- After the conversation ask the student to tell you a few things you can write. Write the student's words and read them back. ▼

> *This is my kids.*
> *It's Amber Sands I think. In Kent.*
> *We had a day there last year.*

- Discuss any changes the student wants to make. Rewrite ▼

> *This is a picture of my two sons Carl and Neil.*
> *They are on the beach at Camber Sands in Kent.*
> *It was a lovely day in August 1990.*

- *When you have the final version* – Read it slowly and clearly as the student follows the words. Repeat, reading together until the student is confident about trying it alone.

- *Later* – Teach the student to recognize the individual words by copying the text and cutting into words. These can be matched with the original text. Work on one sentence at a time. ▶

> *It was a lovely day in August.*

August | a | lovely | day | was | in | It

- Keep a 'bank' of words the student has learned to read. These can be built into new texts.

Amber Sands is a lovely beach.

Carl was in Kent in August.

Kent is a picture in August.

Kent | Carl | in | August | is a | Amber | picture | beach

- Store the texts and word cards neatly. You can return to them for reading practice.

Making the most of the Language Experience Approach

To increase the number of words you can read

- Build up the words in groups.

Counties	Months	Family Names
Kent	August	Sons – Carl & Neil
Essex	May	Parents – James & Eileen
Sussex	June	Sister – Joan
Numbers one two three		

- Take a word you know and build up a set containing the same letter pattern.

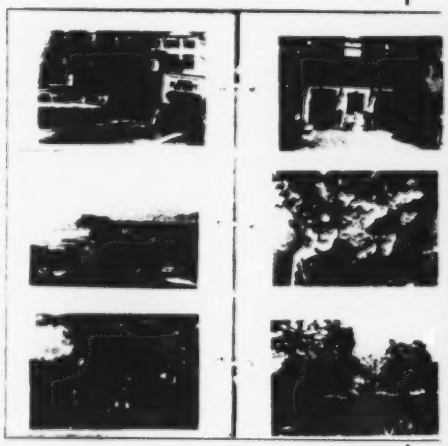
Kent	at	beach	picture	sand
sent	bat	each	future	band
tent	hat	peach	adventure	hand
enter	sat	reach		land
sentence		teacher		strand
				wand*

*The same letters often make different sounds. Teach students to accept this by including examples.

To build up your writings into something worth keeping

- Make each piece of writing something to do with a time in your life. Soon you will have written your autobiography!
- Write sentences about your holiday snaps and keep them together in an album.
- Choose a topic which would be of interest to others.
  - a survey of pubs or cafes
  - a list of do's and don'ts at interviews

Use illustrations to add interest and also to jog your memory about what you wrote.



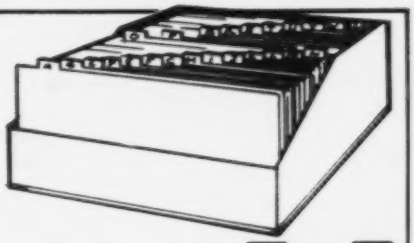
Language Experience is useful because it starts you off and builds the skills you need when reading for meaning. But Language Experience texts are not a substitute for 'real' books and other things we need to read.

From the start, help students to read the things they need to read. Where texts are difficult, first read to the students so that when they attempt it they will be reading for meaning.

Making the most of the Language Experience Approach

To make sure each word can be recognized separately

- Catalogue the words in a file box.



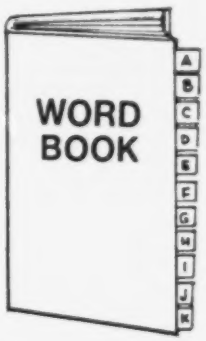
- When you've built up a good stock, use them in new sentences.

- Make word games using Scrabble letters

				A		K
P	I	C	T	U	R	E
		A		G		N
		R		U		T
N	E	I	L	S		
				T		

- Turn these into crossword puzzles by writing clues.

- Copy the words into a note book with an index.



Find 14 words across. They are all in your word book.

K	E	N	T	X	C	A	R	L
A	D	V	E	N	T	U	R	E
S	A	N	D	Y	J	O	A	N
Z	P	I	C	T	U	R	E	W
T	E	A	C	H	E	R	Z	Y
A	N	D	W	H	A	N	D	Z
X	T	W	O	X	N	E	I	L
B	E	A	C	H	Z	A	T	X
W	A	U	G	U	S	T	W	Z

- Make word searches.

- Start with one sentence. Copy it and cut it up into separate words. Match the words with the sentence.

This is a picture of my two sons.

This	*is*	*a*	*picture*	*of*	*my*	*two*	*sons.*

- Fill in missing letters.

A_gust b_ _ch pi_ _ure

- Fill in missing words.

This is ____ ____ sons

Simplifying Texts

THE things which adults are expected to be able to read as part of daily life and work are often complex and demanding. It can be useful to produce a version of an important text which the student will find easier to read.

Before You Start Simplifying

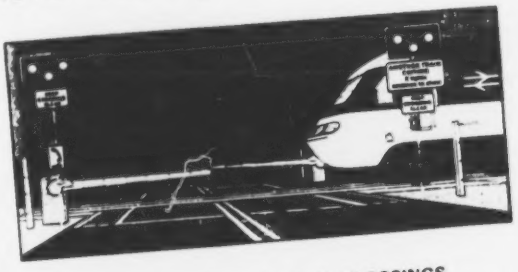
Think about these points:

1. Is it something your student wants/needs to read?
2. Will the student require it for reference independently?
3. Would it be more appropriate to read the text to the student or to share the reading with the student, rather than rewriting the text?

Stages in Simplifying a Text

- Find the main and essential points and jot them down.
- Consider the expressions and sentences you have used – could they be simpler or more direct?
- Look at the words you have used – are there alternatives which would be easier for *your* student to read.
  (NB Some jargon or technical vocabulary may be essential even though it may seem difficult e.g. vehicle, rather than car, is the *expected word* in the Highway Code.)
- How long is the text? Will it benefit from splitting into sections?
- Think about the layout – use spacing, underlining, starring, highlighting, etc. to emphasise main points.
- Think about the lettering. What kind of writing will make the text readable for your student?
- Discuss the result with your student. Would any further alterations be necessary.

The road user and railway level crossings



AUTOMATIC HALF-BARRIER LEVEL CROSSINGS

188 These crossings have automatic barriers across the left side of the road. These are operated by the train and lower automatically just before the train reaches the crossing. Amber lights and an audible alarm followed by flashing red "STOP" lights warn you when the barriers are about to come down. Do not move on to the railway once these signals have started – the train cannot stop and will be at the crossing very soon. Wait at the "STOP" line. If you are on foot, wait at the barrier, or the broken white line on the road or footpath. Never zig-zag around the barriers – you could be killed and endanger other lives. If one train has gone by, but the barriers stay down, the red lights continue to flash and the audible alarm changes in tone, you must wait as another train will soon arrive.

189 If you are already crossing when the amber lights and alarm start, keep going.

190 If you are driving a large or slow-moving vehicle, or if you are herding animals, first telephone the signalman,

to get his permission to cross. There is a special railway telephone at the crossing. If you have telephoned the signalman before crossing, telephone him again to tell him when you are clear of the railway.

191 If the barriers stay down at any time for more than three minutes without a train arriving, use the telephone at the crossing to ask the signalman's advice.

192 If your vehicle stalls, or breaks down, or if you have accident on the crossing:
t: Get everyone out of the vehicle and clear of the sing; then use the telephone at the crossing ediately to tell the signalman.
nd: If there is time, move the vehicle clear of the ng. Contact the signalman again to let him know the crossing is clear. If the alarm sounds, or the am- ot shows, get everyone well clear of the crossing.

ATIC OPEN CROSSINGS

e level crossings without gates, barriers or have amber lights and an audible alarm followed red "STOP" lights. When the alarm sounds s show you must stop and wait. Do not cross – a train will reach the crossing shortly.

Simplifying Texts

This is one possible simplified version of sections 188 to 191 of the Highway Code.

Automatic half-barrier level crossings.

STOP if: barriers are down
lights are flashing
bells are ringing

WAIT if: Lights are still flashing
— another train is coming

KEEPGOING if: bells or lights start while you are on the crossing

NEVER ZIG-ZAG ROUND BARRIERS

If barriers stay down for a long time ring for advice

Ring for advice if you are driving:

a very large vehicle
a very slow vehicle
a herd of animals

Ring again when you are over the crossing.

If the Highway Code is important to your student, use the model above to help you simplify other sections.

Having read and understood the simplified text, the student should be encouraged to look at the original which may then seem less daunting.

Methods of Teaching Reading – a Summary

THERE is a continuing debate about the 'right way' to help someone learn to read. Some of the most commonly used approaches are outlined briefly on the following pages.

Experience shows that a blend of approaches, combined with shared and taped reading where possible (see page 14), is the best way to help adults who may have struggled and failed on one method.

A multi-faceted approach will make maximum use of the wealth of experience and knowledge of language which adults bring to their learning, and will help them develop the range of techniques which make for successful and enjoyable reading.

Language Experience Approach

This approach (see pages 3 & 4) is very successful with beginning readers. It works because it uses the student's language and a familiar topic.

- It encourages people to read for meaning right from the start.
- It builds a sight vocabulary of common words (see Dolch List Pages 12 & 13).
- It gives quick success and confidence. Students read whole sentences and build up a collection of readable texts.
- It can lead to activities which teach new sight words and build up a knowledge of sounds.

- It's not enough on its own. Students will need to read other texts.
- Careful records must be kept to ensure regular revision and practice.
- The approach should be used carefully so that the student understands the process and is happy with the text.
- Don't take on too much at once. Start with just one or two sentences.

Using the Context – Prediction

Readers are encouraged to concentrate on the meaning of the text, so that they can predict or 'guess' unfamiliar words from the context, reading back and ahead in the text if necessary. It is easier to do this if:

- the text is something the student really wants to read.
- you and the student have discussed the text beforehand, looking at any illustrations or headings and setting up expectation of what is likely to occur in the text.
- the language style, vocabulary and topic are familiar to the reader.

Note: People who have been trying to read 'word by word' or by 'sounding out' can be helped to read for meaning by using CLOZE exercises (see Fill in the Gaps, page 17).

- It encourages people to read for meaning and react to the text.
- It allows students to use their own knowledge and experience when reading.
- It fosters confidence and independence in reading.
- It makes reading enjoyable and interesting.
- It encourages students to make use of the whole text, including illustrations and headings.
- It's the approach naturally used by experienced readers.

- Students need to be able to read at least two-thirds of the text with ease, before they can predict confidently.
- Tutors need to check whether students' 'guesses' are appropriate, i.e. they do not interfere with the meaning.
- Follow-up work should be prepared in order to reinforce new vocabulary.
- There may be times when it is impossible to guess an unknown word from its context and other strategies are needed.

This shows how these four approaches were combined to help a student who was interested in car mechanics and who wanted to read car manuals and recognize names of parts with a view to taking up training.

Language Experience Text

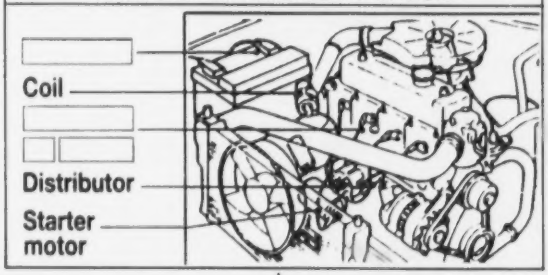
If the car won't start you should check the battery, leads and spark plugs.

If the engine is damp use a drying spray on the ignition system. Of course, you could be out of petrol or there might be a fault in the starter motor.

Whole Words in Context

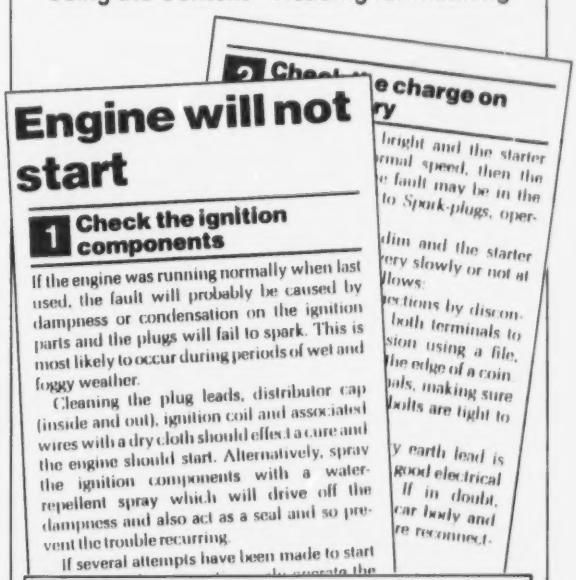
Battery leads and Spark plugs

PARTS OF AN ENGINE TO CHECK



Learn the sight vocabulary in context.
Pick out the words on the Dolch List.

Using the Context – Reading for Meaning



Engine will not start

1 Check the ignition components

If the engine was running normally when last used, the fault will probably be caused by dampness or condensation on the ignition parts and the plugs will fail to spark. This is most likely to occur during periods of wet and foggy weather.

Cleaning the plug leads, distributor cap (inside and out), ignition coil and associated wires with a dry cloth should effect a cure and the engine should start. Alternatively, spray the ignition components with a water-repellent spray which will drive off the dampness and also act as a seal and so prevent the trouble recurring.

If several attempts have been made to start

WARNING! Do not smoke or use a ____ flame when working on the engine. ___ sure any loose clothing or long ___ is securely tucked away – they can get caught in moving parts. No form _fault-finding should be carried out on engines with fuel injection or engine *management* systems. If you have such a __ and suspect and a fuel fault, call for garage assistance.

Phonic Approach

Pick out the words already known, identify the sound elements. Use these to build up new, useful words.

Spark
park – parked – parking
mark

coil
car oil
coil
boiling

hair
air
pair
repair

con/dens/ation
on density station
con ignition
contain

man/age/ment
man component
manifold prevent
age
page
wages

Recognizing Whole Words

We need to recognize many words on sight. Signs and notices are often single words seen in isolation. A good sight vocabulary gets us going on a piece of reading even before we begin to get into the flow and meaning of the text. Sight vocabulary can be taught by matching flash cards of words to a Language Experience sentence, and practised with gap filling exercises or matching with symbols and pictures. But most importantly, the more we read the better will be our visual memory of words we have seen and understood in context.

- Provides a good starting point. Students may already know some social sight words, but didn't recognise this as reading.
- Relevant to everyday life – plenty of reinforcement away from class.
- provides a 'stock' of known words to use in exercises.
- Encourages reading for meaning if words are presented in context.

- On its own this approach is not enough. Reading one word at a time is not the way to understand whole sentences. It's just one part of an overall reading strategy.
- Careful records must be kept for regular revision and practice.
- Words should be presented in context to ensure reading for meaning.

Sounding Out – Using Phonics

Many students have struggled unsuccessfully to learn to read by trying to relate letters to sounds. The inadequacies of the method have been overlooked as the 'failure' has been attributed to the student. Phonics can be useful when used as part of a reading for meaning approach. Even a little knowledge of sounds will help you guess a word if you are looking to make sense of the text. Beginning and ending sounds are particularly useful. Build up a knowledge of sounds by introducing new words which contain the sounds of the words already known by sight.

The problem with phonics is that it seems to be a logical system and students and tutors are sometimes slavishly adherent to it, insisting on accurate 'sounding out' until the word can be 'heard' – which it rarely can be!

- useful as one of a number of cues to unknown words.
- useful for words which have to be spoken, e.g. Names.
- gives learners confidence to tackle unknown words.
- beginning and ending sounds are very useful.

- people get 'hooked' on the method and reading for meaning is inhibited.
- only a small percentage of words are phonically regular, and even then pronunciation varies.
- students are frustrated and think they have failed when it doesn't work.
- it overloads the memory, stops 'the flow', and detracts from the purpose of reading.
- Obviously, it can never be used as an approach with a reader with impaired hearing.

Dolch List

These 100 words make up about one half of everything we read. Do not use this list to test students but point out how often these words occur in Language Experience texts and other reading. Encourage students to tick off words when they are confident about recognizing them.

a	and	he	12 words make up ¼ of all reading
I	in	is	
it	of	that	
the	to	was	
all	as	at	33 words make up ⅓ of all reading
be	but	are	
for	had	have	
his	him	not	
on	one	said	
so	they	we	
with	you	about	
an	back	been	100 words make up ½ of all reading
before	big	by	
call	came	can	
come	could	did	
do	down	first	
from	get	go	
has	her	here	
if	into	just	
like	little	look	
made	make	more	
me	much	must	
my	no	new	
now	off	old	
only	or	our	
other	out	over	
right	see	she	
some	their	them	
then	there	this	
two	up	want	
well	went	were	
what	when	where	
which	will	who	
your			

Dolch List

100 next most used words

after	find	live	should
again	five	long	sing
always	fly	man	sit
am	four	many	soon
another	found	may	stop
any	gave	men	take
ask	girl	mother	tell
away	give	Mr.	than
bad	going	never	these
because	good	next	thing
best	get	once	think
bird	green	open	three
black	hand	own	time
blue	have	play	too
boy	head	put	tree
bring	help	ran	under
day	home	read	us
dog	house	red	very
don't	how	room	walk
eat	jump	round	white
every	keep	run	why
far	know	sat	wish
fast	last	saw	work
father	left	say	would
fell	let	school	year

Social Sight Words

It is interesting to note that signs and notices are increasingly being written in lower case rather than block capitals. This gives the words more shape and makes recognition easier.

In the street: e.g. Town Centre, Keep Left, No Entry, Danger.

In buildings/offices: e.g. No Smoking, Information, Reception, Emergency Exit, Telephone, Toilets.

In shops: e.g. Pay Here, Customer Service, Closed.

In hospital: e.g. Casualty, Waiting Room, Appointments.

On forms: e.g. Name, Address, Signature, Declaration.

Activities for Beginning Readers

MANY attractive books are now produced for adult learners and short, easy snippets may be found in newspapers and magazines. Even so, providing a variety of activity and material for a beginner can be difficult. This section offers some ideas.

Each activity should be read to or with the student and the ideas discussed. Some parts could be recorded so that the student may follow the text independently.

Choosing What To Read

- The tutor will show you a variety of things to read but you should make the final choice. You may like to bring in paper work from home or work.
- Read lots of different things so that you get used to different styles of writing.
- There are some good books for new readers, (see Resources).

- Join the public library. Spend an hour browsing through the Art or Wildlife books which have beautiful illustrations.
- Have a good look at the books and other materials in the centre where you study so that you know exactly what's available.

Spot the Writing Style

You will find that you already know about many different styles of writing.

- Match the sentence with the type of writing it was taken from. ►
- Match the article with the newspaper or magazine. ▼

stir in 1 teaspoon

please ring before 2.30

plucky pensioner saves pet

food good but weather

proceed quickly to the meeting point

at 3.25 am when I observed a youth

as new. Only one careful owner.

For Sale ad

Newspaper headline

Police report

Recipe

Fire notice

Holiday postcard

Telephone message

FARMERS WEEKLY

THE Sun

The Daily Telegraph

SCHOOL FEES
Plan early and reduce the cost.

If you are considering private education for your children or grandchildren we will help you find the best plan tailored to your personal circumstances. Whether you invest from income or capital, have family help or existing investments and pension plans we will use what is available to your best advantage. And if you plan early, it is possible to achieve substantial savings.

SINGLE BUSINESSMAN late thirties, would like to meet country lady (no children) for fun, friendship and to share the better things in life Lincoln-shire/Humberside. Reply Box No 314780, Farmers Weekly. 314780

YOUNG AT HEART, single lady, 37, bright, attractive, country loving, longing for settled life with rural gentleman who is warm, sincere, intelligent, fun-loving and under 50ish. Are you out there? Reply Box No 314486 Farmers Weekly. 314486

FORMER INFANTRY CAPTAIN and farmer running adventure and exploration pursuits seeks youthful, intelligent women 35-45 with charm and romantic enough to help in his search for Camelot rather than Eldorado! Reply Box No 314782 Farmers Weekly. 314782

FARMER IN WEST NORFOLK aged 43 offers excellent accommodation in return for light duties and company. Reply Box

Nurse on sick leave after quiz

● A NURSE was on extended sick leave last night after being quizzed over the hospital deaths.

Beverley Allitt, 23, volunteered to be interviewed by police four weeks ago and is one of at least six nurses quizzed.

● A pal said: "She was so upset by it she has gone on indefinite holiday. She is not fit to work — she feels under stress."

Her dad Richard Allitt, of Grantham, said: "She knows she did nothing wrong."

Never ask beginners to read a piece 'cold'. Either read it to them first or discuss the content before they start.

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More Activities for Beginning Readers

Shared Reading

In the beginning reading can be hard work. You may enjoy it more if you share it with a partner. There are several ways to do this:

- *First* – **Choose something interesting to read.**
  - your partner starts, you follow the words and join in when you're ready
  - you listen to a line and then repeat it
  - read together
  - you read what you can and your partner joins in when necessary.
- *Remember* – **You're in charge.**
  - tell your partner when to start and stop and whether to read faster or slower. Ask for a repeat if you lose your place.

Taped Reading

- Listen to a recording of a passage as you read it. This will give you a feeling for the sound and rhythm of fluent reading.
  - Some classes have tape recordings to go with some books.
  - Public libraries sometimes lend out 'talking books'.
- Make your own tapes by asking a willing tutor with a clear voice to record pieces of your choice. Choose short stories, poems, articles of interest and bits of your own writing.
- Then relax with your personal stereo and your written copy.

Making Your Own Recordings

Reading is usually a private matter. Mostly we read silently to ourselves. But some people want to improve their reading aloud perhaps because they want to read in church or to their children.

Listening to a recording of yourself reading is a good way to pick out the things you need to work on.

- Choose something fairly short that you've read before and feel confident with.
- Find a quiet place where there's no danger of being disturbed.
- Make your recording and play it back.
  - Is your reading too fast or too slow?
  - Is your voice too soft or too loud?
  - Are you putting enough expression in your voice?
- If you're not happy with the first attempt wipe it out and do it again until you are satisfied with the way you sound.

Never ask an adult to practise on a child's book. The only exception is if a parent asks for help with a book he or she wants to read to a child. In this case *record* the story and give the tape to the parent to use at home with the child.

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Building Up the Reading Skills

MOST students have had some experience of being taught to read. The experience will probably have been a painful one and they will lack the confidence to make the best use of the limited skills they have.

Poor readers are often hooked on one approach, like 'sounding out' and are afraid to 'take a run' at a text for fear of making mistakes. They sometimes concentrate too long on individual words at the expense of understanding the whole thing.

Learners have to be encouraged to **read for meaning.** If they do this they will get into the flow of the text, will anticipate what's coming next and frequently *correctly guess* words they wouldn't have been able to read out of context.

Adult learners have a lifetime's experience to help them make sense of what they read. Native speakers also have a fluent knowledge of the language. Encourage readers to make use of what they already know and they will be more confident and successful at reading.

These exercises will train readers to read for meaning. Each one should be read with or to the student.

Guess What Comes Next

Every piece of information you read will give you a clue to what follows. The better you are at predicting what comes next, the quicker and more accurate your reading will be.

- First, think about the information which could follow the headline or picture.
- Then SKIM quickly through the stories below and match each one to its headline or picture above.

If you THINK about the content in advance it will be easier to read.

PROTECT YOURSELF FROM ROUGH PLAYING SURFACES

Holiday Update

SMOOTH PUNCHLINES

SOUTH GLAMORGAN FIRE AND RESCUE SERVICE
REQUIRE
FIREFIGHTERS

Aged 18 to 30 years
Minimum height 1.68 metres (5ft 6in)
Maximum height 1.93 metres (6ft 4in)
Resident in South Glamorgan
and holding a Light Vehicle Driving Licence.

For application forms and further information call in at Job Centres at:
The Friary, Cardiff
Holton Road, Barry.

THE COUNTY COUNCIL IS COMMITTED TO EQUALITY OF OPPORTUNITY IN EMPLOYMENT (17491/2)

WHY DO WE EAT THAT?

Vaseline Pure Petroleum Jelly will tackle anything you come up against.

It protects knees and thighs from contact with the ground. And gives added protection in the scrum - on the neck, ears, eyebrows and shoulders - against the rubbing of coarse cloth and beard stubble.

Vaseline Petroleum Jelly has been clinically tested, contains no additives or perfumes, and carries a medical licence.

It takes the rub out of rugby.

THE hamburger, named after the German city of Hamburg, is America's most famous contribution to international eating.

The original Hamburg steak was minced red meat, mixed with egg and turned into a patty. German migrants ate a more distinctive version of chopped beef and onion as they crossed the Atlantic.

Some say the first true hamburger was eaten at an Ohio fair in 1892 when a German stallholder ran out of pork sausages and served ground beef instead. They remained fairground food until the 1950s, even though Kansas City had the first hamburger chain in 1921. Then fast food restaurants took off, spurred by the working woman's desire to escape the kitchen.

MARIS ROSS

THE BEST OF CANADA

FOLLOWING the success of its first all Canada inclusive holidays brochure for 1990, Jetsave, the leading North American specialist tour operator has published an even more exciting range of holiday offers for the period November 1, 1990 – October 31, 1991.

Don't pull your punches as far as exercise goes. Get rid of tension and firm up your figure with these knockout exercises. You'll look and feel so much better for taking a little time each day to work on body problem areas.

1 Stand with your feet flat on the ground a few inches apart and bend your knees, pulling your bottom in and tipping your pelvis up. Clench your fists and fling one arm straight out to punch the air, keeping the other arm bent with the hand beside your waist. Tilt your head to the side of the arm that is punching. Do this fifty times and as fast as you can. Use this exercise to help you to tone up your neck, shoulders, upper arms and breasts.

Put It In The Proper Order

To sort out jumbled information into logical order you have to read closely and really understand the text.

This recipe is in the wrong order. It will be easier to sort out if you write each line on a separate strip of paper.

Make more exercises like this by cutting short articles from papers and magazines into sentences or paragraphs.

Celestine's Rice and Peas

- When ready, drain and serve on a large plate.
- Bring the mixture to the boil and cook for 5 mins.
- To the cooked peas, add a cup of coconut milk, a chopped onion, one chopped chilli and a pinch of salt, pepper and thyme.
- First soak 8oz peas overnight in cold water.
- Finally add the rice and cook for 20 mins.
- The next day cook the peas in fresh water for 25 mins.

Fill in the gaps

To choose the best word to fill a gap you have to understand what you are reading and also have a feeling of the tone and style of the piece. These exercises, usually called CLOZE, are often used to encourage students to read for meaning.

- First read quickly through the letter. Is it a formal letter or a chatty note? This will affect the words you choose.
- Then start again choosing words to fill the gaps. Several words may fit some gaps. Choose those which suit the style of writing.
- If you can't think of a word move on. Keep re-reading from the beginning to make sure it makes sense.

Make your own CLOZE exercises from books, magazines and letters by blanking out every 6th or 7th word with Tipp-Ex or Blue-Tac.

25, Hastings Road
Brighton
Thursday

Dear Mum,

Thanks for _____ letter and the five pound _____. I was really glad of it as _____ was broke after paying my rent.

It's _____ down here but a bit expensive after Liverpool. _____ and drinks cost a bomb. I had _____ pay £1.75 for a sandwich and a _____ yesterday.

The job is going fine. So _____ the work is the same _____ in the Liverpool branch but I _____ the computer training on Monday so I'll _____ to move to a different department.

I'll _____ next week and let you know how I _____ on. I wish you'd get a phone. This _____ writing is killing me.

I hope you're all _____.
Give my love to Carole and _____.
I expect they are working _____ in schools especially Gary - Ha Ha!

Lots of Love

Sandra

xx

Readers who are really trying to make sense of what they read will have to use all their skills. Knowledge of sounds and sight vocabulary will be combined with knowledge of language and content as a reader attacks a text to search out the meaning. You should encourage this multi-fronted approach.

How Does Your Student Read?

EVEN students whose reading is 'not bad' will usually want to read better. To help your student develop the skills and approaches necessary to deal with the range and variety of materials we meet every day, you should first find out what techniques the student is currently using to make sense of a text. This will enable you to plan useful reading activities.

Analysing Miscues
i.e. Interpreting the Mistakes

Many of the errors made in reading are not, strictly speaking, 'mistakes', rather they arise from the readers picking up false cues (messages) from the text. This leads them to make wrong, though often logical, guesses about words which follow.

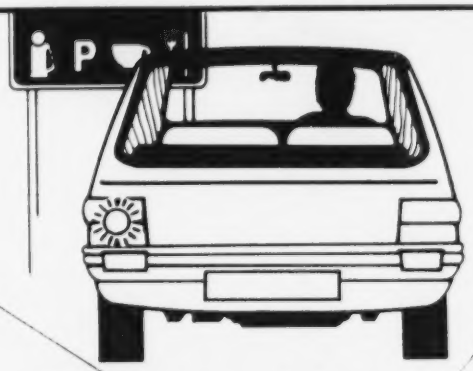
The task of interpreting the mistakes is called 'miscue analysis'. It is a process which gives you and the reader the information you need to plan a more effective approach to reading.

To do a miscue analysis you will have to listen to your student reading aloud. The best way to do this is to get your student to make a tape recording. You can listen to this together and discuss the miscues.

Notes to the Student – Read these with your tutor

1. In private, read a text onto tape. Don't choose a text which is much too difficult. Keep the tape running even when you are thinking aloud or re-reading a section.
2. With your tutor, play back the tape and mark the text to show what mistakes (miscues) were made.
3. Discuss each miscue and think about why you chose to make those guesses or why you got stuck at a certain point.

Example: TYRE TROUBLES **PETER'S MISCUES**



Peter read 'There are' but corrected it as soon as he read the next word 'for'.

Peter read 'handling' but then spotted the ending (ed) and corrected the word.

Tyre troubles

Tyre troubles cause lots of breakdowns. They account for more than 100,000 calls handled by the AA each year.

There are two and a half ounces of air in each tyre.

Until 25 years ago that air was always kept in a separate tube inside the tyre.

Now four out of five cars runs on tubeless tyres.

A growing number of tubeless tyres are punctured by impact.

Even driving over a kerb at 2 miles an hour can cause damage. It can result in a serious loss of air.

Peter couldn't read numbers. He agreed to work on this separately.

'Special'. This made sense and Peter read on. When the mistake was pointed out, he sounded the syllables and got 'separately'.

Peter tried 'group' then 'great'. He didn't correct it again as this fitted in with the sentence. When the mistake was pointed out he read 'growing' without difficulty.

Peter read 'Every driver over'. He left out 'a' and went straight to 'kerb'. He sounded out k-er-b but couldn't work out the word. When he was directed back to the beginning of the sentence he read 'Even driving' without difficulty, and then read the whole sentence fluently.

Analysing the Reading Approach

- Peter reads slowly and deliberately. This does not always sound natural and may prevent his 'hearing' the meaning of a sentence.

  Remedy – He needs to speed up and use more rhythm. Re-reading helps with this, especially on tape.

- When necessary, he can use letter sounds, syllables and word endings to work out words, and refers to the context to check that the word makes sense.

  Comment – This is a good strategy and should be encouraged. He doesn't need any more practice with phonics.

- Most of his mistakes occur at the start of sentences before he has built up a sense of what the sentence is likely to say. He picks up a little visual information (gr – groups; great. Ev driv – Every driver) and sometimes guesses wrongly.

  Remedy – He needs to look more closely at the words which follow a full stop. But more importantly, he must check back to the start of a sentence when he feels the words are not making sense.

- He reads for meaning and often accepts 'wrong' words because they make sense.

  Comment – Don't discourage intelligent guessing or damage self confidence by criticising this approach. Draw attention to errors of this sort at the end. With practice a reader using this strategy will make fewer and fewer wrong guesses.

If you adopt this logical, analytical approach your student will learn that good reading arises from a combination of strategies which can be worked on separately. This realization gives the reader a feeling of control and self confidence.

Reading Aloud – How to Listen

It's not always necessary to listen to students reading aloud. You can check if they understand what they've read by discussion or written tasks.

However, sometimes students want to improve their oral reading, or feel more confident that their reading is improving if a tutor listens. Also, for the purpose of miscue analysis, you will need to hear the techniques the student uses, and if a tape is not available then you will have to be a helpful listener.

- Choose a place with privacy.
- Discuss the topic, illustrations, headlines, etc, before starting.
- With very basic or anxious students you may need to read a little, or even all of the piece, before the student starts.
- When the student is reading, don't prompt too quickly. Give time for working out a word.
- Use your judgement to tell when the reader is stuck; give the word and move on.
- Discourage the sounding out of words which are phonically irregular.
- Encourage re-reading when you feel the sense has been lost.
- If necessary, you re-read a sentence or paragraph with expression. This may help the reader pick up the rhythm and intonation which makes it easier to get the meaning.
- Make a note of words which give problems so that you can prepare work on words with similar patterns.

Remember that reading aloud is a performance skill. Even good readers may do it badly unless they practise first.

How Do Good Readers Read?

USE this quiz as a reading exercise to help students think about the way they read. The answers show that good readers use knowledge, experience and interest to make sense of the words – they don't just build words from letters.

How Good is Your Reading Technique?

	Always / Sometimes / Never	Score
1. Does your tutor choose the things you read?	A / S / N	☐
2. Will you struggle through *anything* because you know you need to practise your reading?	A / S / N	☐
3. Do you ever guess words you're not sure of?	A / S / N	☐
4. Is 'sounding out' the first thing you try when you are stuck on a word?	A / S / N	☐
5. Do you skim over difficult words and read on?	A / S / N	☐
6. Do you look at the illustrations or headlines before you start reading?	A / S / N	☐
7. Do you approach everything you read in the same way, e.g. a novel and a timetable?	A / S / N	☐
8. Do you read slowly and carefully making sure you have read every word?	A / S / N	☐
9. Do you re-read parts which don't make sense to you?	A / S / N	☐
10. Do you believe everything you read?	A / S / N	☐
	Total	☐

Answer

1. Score Always 1; Sometimes 2; Never 3.
   Choosing your own piece will start you thinking about what it's going to say. This should make reading easier and more enjoyable. Your tutor and other students can make suggestions and help you choose.

2. Score Always 1; Sometimes 2; Never 3.
   You will read much better if you are enjoying the text or finding useful information. Don't be afraid to leave something you find boring or much too difficult. If you lose interest you'll probably give up sooner.

3. Score Always 3; Sometimes 2; Never 1.
   Guessing is an intelligent approach to unknown words (as long as you try to find words which fit in with the meaning.) Good readers do it all the time – it's not cheating!

4. Score Always 1; Sometimes 2; Never 3.
   Sounding out slows you down and makes you lose track of what you are reading about. Use the first letters and familiar endings to give you a clue, then guess a word that makes sense. Or skip over it and read on. Going through words sound-by-sound is the least useful method and should be your last resort.

5. Score Always 3; Sometimes 2; Never 1.
   Don't stop the flow of your reading. Come back to the word later, when it will probably make sense.

6. Score Always 3; Sometimes 2; Never 1.
   Use all the clues you can find. An idea of what the piece is about will help your reading.

7. Score Always 1; Sometimes 2; Never 3.
   Good readers use more than one way of reading. They may pick out the interesting bits in a newspaper. They will search for the right information in a telephone directory. For important things like instructions or agreements they will be more thorough, often reading things more than once.

8. Score Always 1; Sometimes 3; Never 2.
   Good readers take in small groups of words rather than pausing after each one. Sometimes they skip over and guess words so that they don't get held up. It's easier to get the meaning when you build up a little speed and rhythm. But sometimes, for important things, you would go back and re-read carefully.

9. Score Always 3; Sometimes 2; Never 1.
   There's no point in reading anything unless it makes sense. Good readers think about what they are reading. They know if they have made a mistake and read it again.

10. Score Always 1; Sometimes 2; Never 3.
    When you read anything always ask yourself: who wrote it, what message are they trying to put across and do you agree with it?

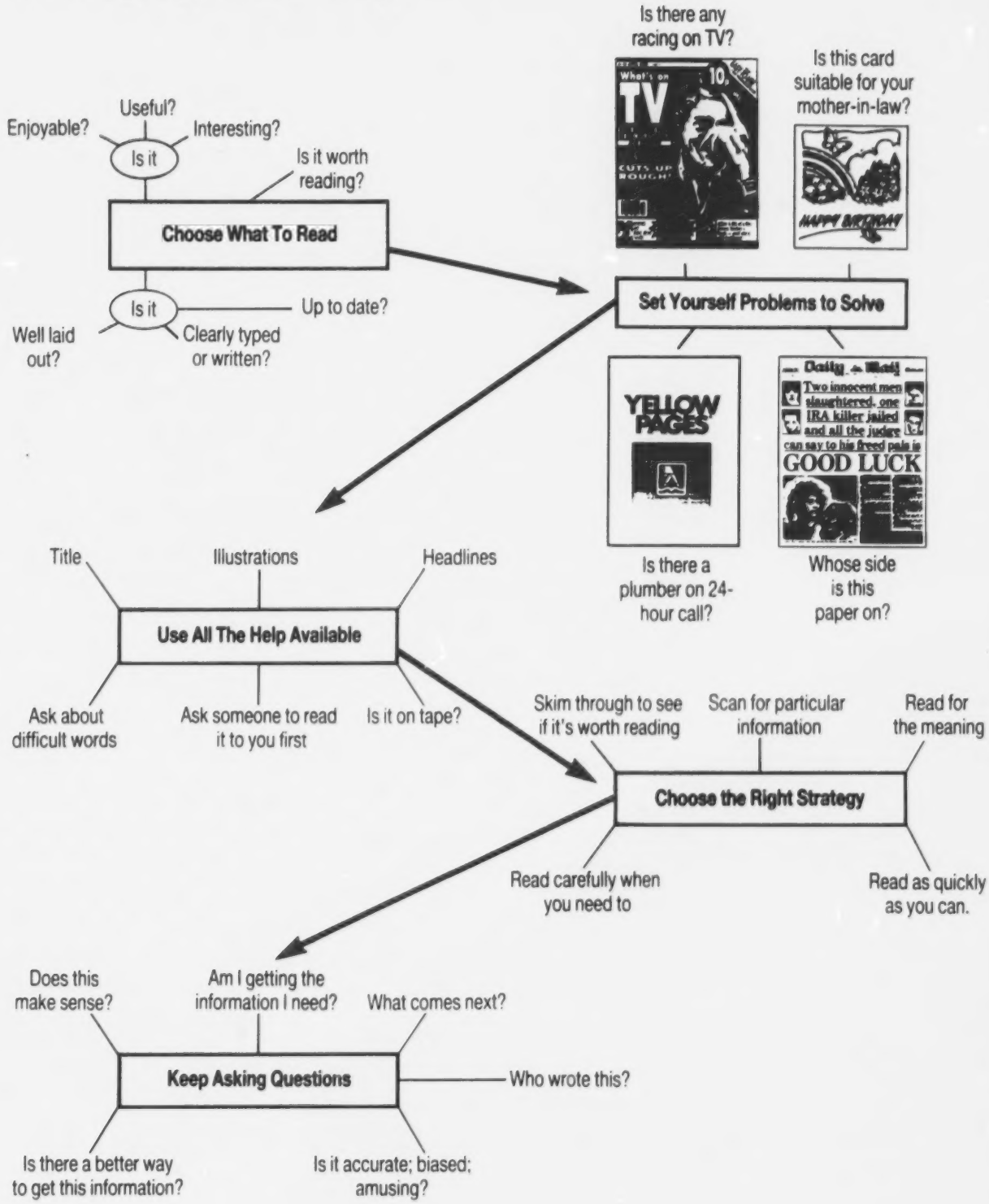
What Did You Score?

25-30: An excellent reading technique. You just need practice with lots of different kinds of reading material.

16-24: Be more independent and stop worrying about getting words wrong. Practise as much as you can and try to relax and enjoy your reading.

10-15: Someone in the past has given you bad advice about reading. Try a new approach if you want to be a better reader.

Use the right approach to reading


Choose What To Read
Is it
Enjoyable?
Useful?
Interesting?
Is it worth reading?
Is it
Well laid out?
Clearly typed or written?
Up to date?
Is there any racing on TV?
What's on TV
10.
CUTS UP ROUGH!
Is this card suitable for your mother-in-law?
HAPPY BIRTHDAY
Set Yourself Problems to Solve
YELLOW PAGES
Is there a plumber on 24-hour call?
Two innocent men slaughtered, one IRA killer jailed and all the judge can say to his freed pals is
GOOD LUCK
Whose side is this paper on?
Use All The Help Available
Title
Illustrations
Headlines
Ask about difficult words
Ask someone to read it to you first
Is it on tape?
Choose the Right Strategy
Skim through to see if it's worth reading
Scan for particular information
Read for the meaning
Read carefully when you need to
Read as quickly as you can.
Keep Asking Questions
Does this make sense?
Am I getting the information I need?
What comes next?
Who wrote this?
Is there a better way to get this information?
Is it accurate; biased; amusing?

If you use this self help approach along with structured work to develop a knowledge of sounds, syllables and sight words, your student will feel confident to tackle a wide range of materials with a mixture of strategies.

Reading in Detail – Turning words into diagrams

THIS exercise will encourage students to read accurately with understanding.

Draw a map to show how to get to the Saracen's Head

Don't look at the map below until you have drawn your own map. ▶

A. Read through the directions ▶

B. Draw a plan of the route

C. Put in arrows to show the way

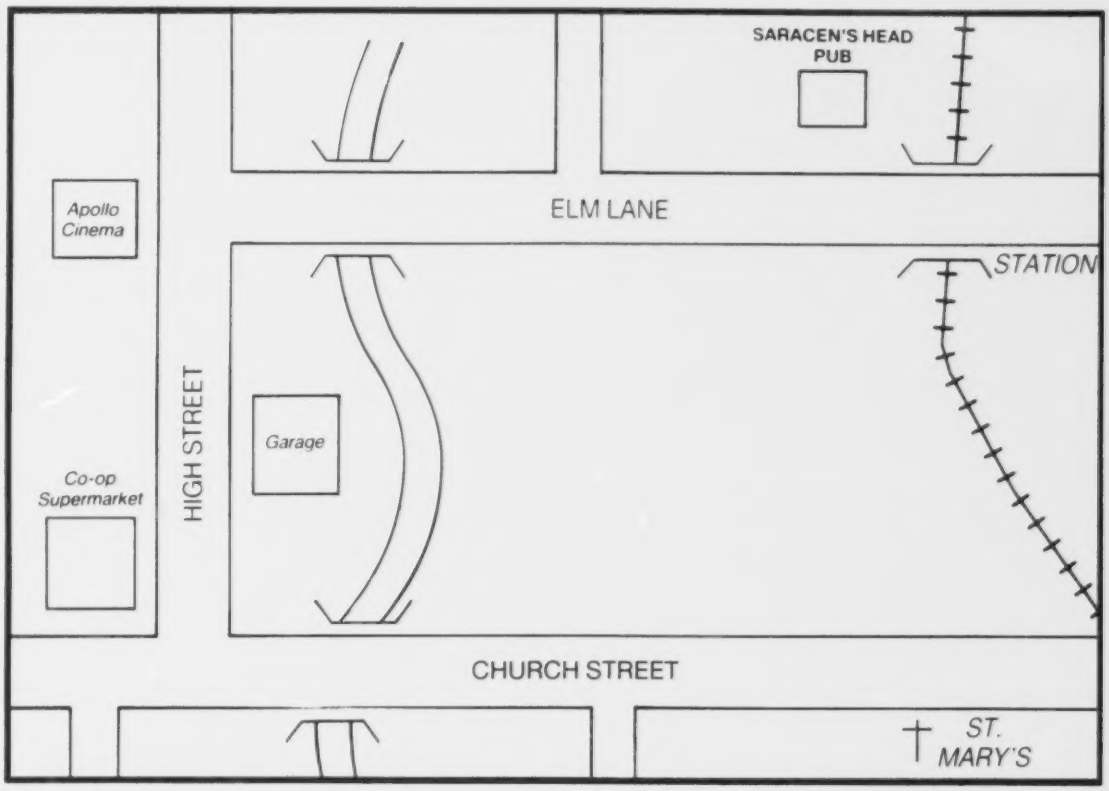
D. Mark all the places which are mentioned

E. Check your map with the one below. Are there are important differences? Check the directions. Do you want to alter anything?

F. Now write the directions from the pub to the church and get someone else to draw the map.

Directions

1. Turn left outside St Marys Church
2. Walk down to the bridge over the river
3. Turn right after the bridge and down the High Street
4. Go straight on past the supermarket and the garage until you reach the cinema
5. Turn right again and cross back over the river and down Elm Lane
6. The Saracen's Head is on the left, just before the station.



Make this exercise relevant to your students with local street maps.

Reading in Detail – Turning words and numbers into charts

Take the information from a text and turn it into a graph or chart. This needs careful reading and re-reading.

LITERACY, NUMERACY AND ADULTS

"In a recent survey, 12,500 adults, who left school between 1974 and 1976, were asked if they had any problems with reading, writing or basic maths. A surprising number (1,650) said they had problems which caused them difficulty at home and at work, and also prevented them from applying for jobs.

Although help is available, only 150 had ever had any tuition. The remaining 1,500 either did not know help was available or were reluctant to seek help."

A. Find in the report the information about the numbers of people with basic skills problems. Highlight or underline the statistics.

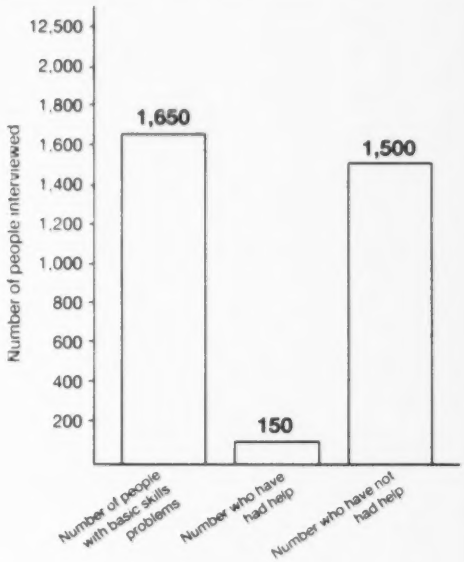
B. How many people need help? .....

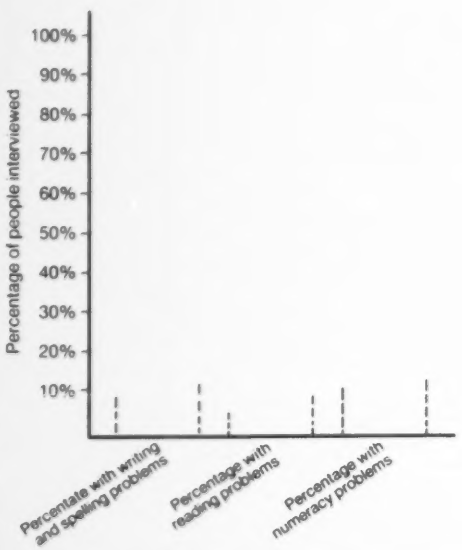
C. How many people had received help? .....

D. How many people needed help but didn't get it? .....

E. Look at the histogram on the right and notice how it's easier to 'see' the problem when the numbers are shown as a chart.

F. Are enough people getting help? .....





Now read the rest of the report and turn the statistics into a histogram on the chart on the left.

"Of the people who said they had problems with basic skills, the biggest worry seems to be about writing and spelling. 72% of the group said this was a cause of concern. Only 29% of the group said that reading was a problem. However, numeracy, though not causing problems for as many people as does spelling and writing, nevertheless was felt by 39% of the group, to be a problem."

Thinking About the Writer

ALL writers write from their own point of view. They choose what to write about, what to put in or leave out, and which words to use. They will have decided what sort of impression they want to make on the reader. The exercises below are designed to make the reader think about the writer's bias.

Different points of view

This picture from the Falklands War appeared in two newspapers under different headlines.

What do the headlines tell you about:

- the papers' views about the war? Were they for or against it?
- the political bias of the paper? Did they support the Conservative government which was in office when it was decided to send troups to the Falklands.
- the sort of story which is likely to follow?

Detecting the bias

Writers do not always give you the whole truth.

They do not lie, but simply leave out the information which conflicts with what they want you to think. To get the most out of what you read you need to ask yourself what other information could have been included to give a balanced picture.

One of these reports was taken from an 'environmental' group newsletter and the other from a publicity leaflet for a nuclear power station. Which is which?

The average radiation received by the public from the activities of the nuclear industry is about one thousandth of the radiation received from natural sources. It is less than that from a holiday in the granite areas of Cornwall or Scotland.

Other evidence of hazards to workers in the nuclear industry is emerging from civilians working in naval dockyards. In Portsmouth, New Jersey incidence of cancer amongst nuclear submarine workers was six times higher than normal, though 'safe' standards were in force. In Scotland, at Rosyth dockyards, in 1979 a study of 200 workers showed choromosome damage to blood cells exposed to low levels of radiation – in indication of cancer risk.

Hidden persuasion

WRITERS select their words very carefully. They know that the language they use can draw different emotional responses from the reader.

Notice how the pen described in this advertisement is given an upmarket, high quality image by the words used to describe it. ►

A Messenger Pen is as elegantly finished inside as it is outside. You can choose from hand polished laque, coated ten times for a rich depth of colour and lasting protection; or a wealth of 18 carat gold plating.

When you use one you'll feel the craftsmanship in the well balanced case and in the smooth movement of the iridium, tipped, [illegible] nib, across the page. The double closure seal means that the ink flows without interruption.

Messenger Pens are exclusive to WH Smith.

Messenger

This advertisement for a retirement pension plays on our fear of growing old and being short of money. Highlight the words which produce this effect. ►

The Retirement Gap – Over 90% of people in company pension schemes will be a victim of it!

When you retire will your company pension really maintain your standard of living or will you become a victim of the Retirement Gap?

It's a sad truth that most people with a company pension won't get the maximum benefits when they retire.

Never mind that retirement cottage in the country – you may find that, in order to boost our retirement income, you have to sell your existing home and move down market, buy a smaller car, or forgo that special holiday you always longed for.

The Retirement Gap means your lifestyle could be severely curtailed.

Fill the gap with Pension Reserve Direct.

Pension Reserve Direct is a simple tax effective way to top-up inadequate company pensions. It is a with-profits pension plan with built-in guarantees and bonuses dependent on future profits.

It's the simplest way to retire from work without retiring from life.

LIFE & PENSIONS LTD

Follow up activities

(i) Find articles for one event in different papers and compare them.

(ii) Choose an advertisement which uses words to create an image. Pick out the important words and change these to create a different image. Decide on the image before you start.

Getting the Message

Fact or opinion

WHAT we read has a powerful effect on what we think and do. We need to be able to separate the facts from the writer's opinion so that we can make up our own minds.

The facts are highlighted in this advert. The rest is there to persuade you to buy. ►

Highlight the facts in this dress advert. ▼

Cordon's Clothing Collection

QUALITY WAXED COTTON WEAR IN A SELECTION OF COLOURS

QUALITY & VALUE DIRECT FROM THE MANUFACTURER

Rugged and weatherproof the Lifeman Coat offers full length protection from wind and rain at a low price!
Lightweight yet warm, in a 9oz waxed cotton. Features elastic cuffs, colour co-ordinated corduroy collar, 2 large patch pockets, inside pocket, double storm fastening, etc. etc. plus a warm dress Gordon Tartan lining.
Colours: Traditional Olive Green – Classic Navy Blue or Terracotta Red.
Sizes: ExSmall 34in, Small 36in
Medium: 38in, 40in £32.95 + £2 carr.
Large: 42in, 44in, ExLarge 44in, 46in £39.95 + £2 carr.

£24.99 ONLY
INCLUSIVE OF P & P

The classic lines of this long sleeved dress are a joy to behold, whether in the stunning floral print or ever popular plain navy. The full foared skirt falls elegantly beneath the neat tailored belt and the front button fastening maintains the classic shape. Whether you choose floral or navy the dress is available in three length choices to ensure that perfect fit. The material is soft easy-care polyester. Invest in a classic today!

Sizes: 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32 ..... **£24.99**

BEST COPY AVAILABLE

Getting the Message

Finding the main points

You don't always have read every word to get the information you need. If you scan through a passage picking out the main points you can:

- get the gist and decide if it's worth reading
- pick up some information and start thinking before you begin to read in depth.
- speed up your reading.

Try these exercises ▶ ▼

ECHO Comment

Working toward equal treatment

DESPITE the anti-discrimination legislation and all the talk of equality, **women at work are still second class citizens.**

The earnings gap between the sexes has changed little in 15 years and, for the most part, **women remain restricted to traditional female roles** such as cleaning and catering, with more jobs now being done part-time.

These are the findings of a survey by the Equal Opportunities Commission which says that many women are worse off than ever because, as well as doing a job, they still carry the main burden of running the home.

It is a disappointing picture as we approach the final decade of the century when there will be many more job opportunities for women. We clearly need a major expansion of creche and nursery facilities to take some of the load off working mothers.

We also need new attitudes — not only at the workplace but in the home, with the rest of the family taking a greater share of the chores.

Read only the highlighted parts of this article

- What's the article about?
- What more would you like to know?

Read the article thoroughly.

- What extra information did you get?

MP attacked by thugs on train

AN MP has called for improved security on late night Southern Region trains after being attacked when he went to the aid of two young women.

Ian McCartney, Labour MP for Makerfield and at 5ft 1in the smallest MP in the Commons, tackled two thugs as they abused and threatened travellers on the 11.03 Charing Cross to Dartford train.

The MP, on his way home to Eltham after a Commons sitting, said: "They were nasty, aggressive yobs. I intervened when they seemed about to attack the girls." Mr McCartney, 39, who has played scrum-half and is chairman of the Parliamentary Rugby Group, was punched and kicked when he got off the train.

He is now to press BR for improved safety measures. "If we want to make trains safer, we must have instant alarm systems with videos and damage-proof cameras in carriages.

"It may be expensive but this is the commitment we have to make if people, especially women, are not to be deterred from travelling."

Scan quickly through this article, without reading every word, and find out:

- What does the MP want?
- Why does he want it?
- What happened to make him take an interest?

Highlight the parts where you picked up the information.

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ADULTS returning to education will need guidance in the best way to study to become efficient learners. They may lack confidence in their ability to learn and feel that their memories have deteriorated with age. They will regard you as the expert and will have to be encouraged to take an active part in the process of learning.

The tutor as the 'expert'

Adults in the classroom have equal status with tutors. However, students should feel that, in the case of reading and writing, they can expect to get from the tutor the expertise and guidance they need to improve their skills. It is not enough to encourage and support the student.

The tutor must:

- **be aware** of the processes and sub-skills which have to be mastered for good communication skills to develop.
- **be able** to analyse students' work and identify problem areas.
- **help** students set goals and make a plan of action.
- **provide** materials and activities to help students tackle problems.

This pack cannot give you all the expertise you need to become an effective tutor, but local and national training schemes are available to help you gain the skills and confidence you need to help your students.

The student as an active learner

From the start the student must be involved in deciding what to learn and how to learn it. This does not mean that tutors should adopt the 'What shall we do today?' approach.

Students can tell you what they can and can't do and what they would like to be able to do, but they cannot be expected to know what steps to take in order to get there.

For example a student can tell you that writing formal letters is a problem but you have to break that task into things which have to be learned – layout, tone, 'appropriate' vocabulary, how to structure the letter, etc.

Without knowledge of the steps which need to be taken a student can only be a passive recipient of information – an effective learner is one who is involved in all aspects of the learning situation.

The student must:

- **decide** what he or she is aiming for
- **discuss** with the tutor the steps involved
- **plan** the work programme with the tutor
- **set targets** with times for achieving them
- **organise** a system for working effectively
- **practise** the work set
- **evaluate** progress and **inform** the tutor
- **set** new targets
- **use** the skills acquired

Training for Tutors

Nationally Recognized Qualifications

Level 1. – *Initial Certificate in Teaching Basic Communication Skills – Literacy/Numeracy* (City and Guilds 9282/3)

Level 2. – *Certificate in Teaching Basic Communication Skills* (City & Guilds 9281)

Local Training

Details from your local basic skills co-ordinator.

Further details in Resources Section.

Tips for Good Learning 1 – Set a Goal and Break it into Steps

IF you help your student decide what to learn and plan how to work towards it, the student will be more likely to remember what has been learned.

Together read the case study of John. Discuss John's goal and the sort of things he will have to be able to do to achieve it. Then, using the model below, produce a personal case study and identify a single goal. Talk about the things which will have to be learned in order to reach this goal.

Identify your Goal

John is a delivery driver in a maintenance depot. He used to get his instructions by word of mouth. His firm has recently gone over to computers and now he has to read a print-out to find where to go and what to take.

One of John's goals is to read his daily work schedule.

My name is .....

I am .....

I have difficulty with .....

.....

One of my goals is .....

.....

Identify the Steps Involved in Reaching the Goal

John's goal is to read his work schedule. To achieve this John must be able to:

- Understand the layout of his computer print-out
- Recognise the names of tools and other equipment
- Recognise street names and names of other people and firms
- Recognise times (24 hour clock), dates, days, quantities.

My goal is to .....

To achieve this I must be able to:

- .....
- .....
- .....
- .....
- .....
- .....

The PROGRESS PROFILE produced by ALBSU is a ready made system for planning work and recording progress.

Tips for Good Learning 2 – Make a Lesson Plan

BEFORE each lesson the student and the tutor should discuss the steps to be worked on and plan how to use the time.

Plans should:

- be written down
- include a variety of activities
- give time for practice
- build on work done before
- leave time to consider what's been learned
- have space for comments
- recommend work for the future.

John's Lesson Plan based on his goal on page 2

LESSON PLAN DATE:..... STUDENT:.....

ACTIVITIES	*COMMENT*	*WORK FOR FUTURE*
John to bring in last week's schedules. Talk about layout, vocabulary, etc. *(15 mins)*	John collected all paperwork he had to deal with last week. In addition to daily schedule – union meeting notice; pay slip; note on windscreen of van.	Payslip – urgent. Deal with layout and unknown terms. Save other items to work on later.
List names of 6 most common tools. John to dictate. *(5 mins)*		
John to copy tool list into his pocket book – including illustrations if he wants – for reference in work *(15 mins)*		
Use work schedules, tool catalogues, stocklists from tool hire firm. John to pick out names of tools and make a list. *(15 mins)*	Even when copying, John uses mixture of lower and upper case letters.	Start handwriting practice. Use published exercises and own words for practice.
Tea Break *(15 mins)*		
List places John regularly delivers to. Me to write. *(10 mins)*	John very confident with map. Has excellent sense of direction. Said he enjoyed this exercise.	John suggests he gets an address book for work – will start filling in next week.
Use street map to find places. Highlight most important. *(15 mins)*	Said highlighting made the words easier to read and remember.	Use John's map reading skills and knowledge of local area to do some Language Experience work for reading practice
'Tools and Street Names' – Word Searches, (make these while John working). *(15 mins)*	John could make Word Searches for general use.	
Teach 'Look. Say Cover. Write. Check. *(10 mins)*	Not enough time for L.S.C.W. Ch. Must repeat	L.S.C.W. Ch – more practice.
Look over work done today. Choose 6 spellings for homework. *(5 mins)*		Also needs other strategies for learning spellings.

Use this model to plan lessons or ask your local organiser for the lesson plan form in use in your area.

YOU may think that time spent on setting targets, planning, and evaluating is taking time away from the 'real' task of getting on with the work. Actually, when students are involved in these activities they feel more in control of the situation and will have a greater sense of the purpose and direction. These are motivating things and lead to a better quality of learning.

Tips for Good Learning 3 – Organise Activities

USE this as a discussion sheet. It will give students a framework for studying and make them less dependent on the tutor.

Organise your work

If your papers are disorganised your memory will be disorganised too and it will be harder to recall what you have learned. Decide on a system for organising your paperwork and feed all new work into the system.

- A ring binder with dividers will help you catalogue your work and make it easier to check back on something you've forgotten.

- Keep practice exercises and rough work separate from good examples of completed work and other important information. You may need to find a 'model' letter or form.
- Keep a 'spellings' book with words stored alphabetically or, better still, under the blend of letters they begin with a, b, bl, br, c, ch, cl, cr, etc.
- Date all work; Number the pages; Underline headings; Highlight important information.

Organise your time

- Decide how long you will spend on each activity and work to a deadline.
- Try to set aside a little time each day to practise something.
- Plan your work in 6 week lots and set yourself targets. Try to be realistic about what could be achieved in the time.

Choose your materials

- Always work on materials and tasks which are of interest or value to you.
- Whenever possible bring to class the paperwork which gives you problems at home or in your job.
- Read and write a variety of things. This will give you confidence.

Nov. 12. 1991

Words ending in (-ic)

picnic	attic	Atlantic
traffic	frolic	Pacific
topic	atomic	tonic
logic	panic	frantic

* Note all these words have more than 1 syllable

Short words (only 1 syllable) end in (-ick)

sick	thick	trick
pick	quick	click
lick	stick	brick

Homework 1. Do worksheet 45
2. Make up sentences

NB. Look at 'Spelling it Out' for more help.

17

Find a Space

There are many demands on an adult's time and it is never easy to study. If you are going to make a successful return to learning you must make a space in your life for it. You need a quiet corner with a table, a chair, good light, no distractions and a little time for yourself.

Keep a Check

At regular stages, say every 6 weeks, look back at the work done and check your progress against the plans made at the start.

Six Week Check up

- What do you now feel confident about? .....
- What are you dissatisfied with? .....
- How could you make better progress? .....
- What is your system for working. Is it effective? .....
- What do you need more practice on? .....
- What are your new targets? .....

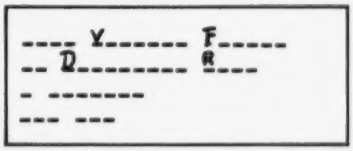
First things for beginner writers

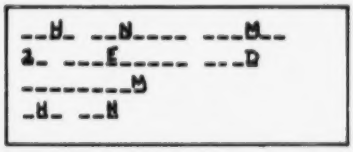
START with the thing which is most important for the student.

If there is something you have an urgent reason to write you are more likely to practise to get it right.

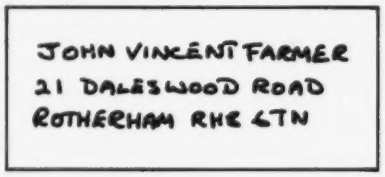
Name and address

This is the most frequent bit of writing we have to do.

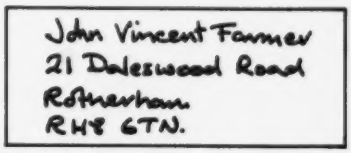


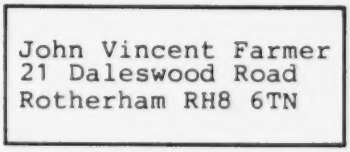


Make several copies with words missing. Check with the master card and fill in.



Make a master card for your wallet. Copy from something official to make sure it's correct.

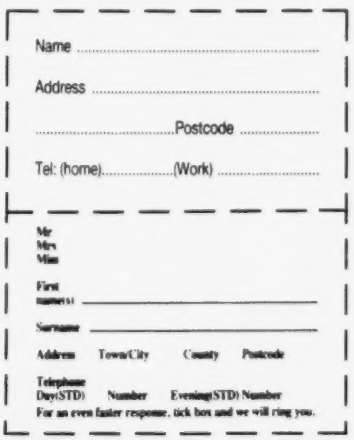




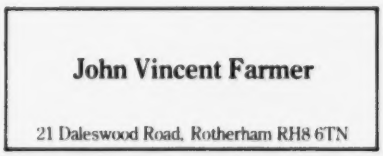
Practise copying the master card by hand or typewriter.

John Vincent Farmer
21 Daleswood Road
Rotherham RH8 6TN

Practise by filling in forms from the post office and coupons from catalogues and magazines.



Have some cards printed.



Practise each word separately by Look, Say, Cover, Write and Check. (see Spell Well, page 5)

Daleswood
Daleswood
Daleswood.

Practise writing in capital and small letters, and in joined up writing.

ROTHERHAM
Rotherham
Rotherham

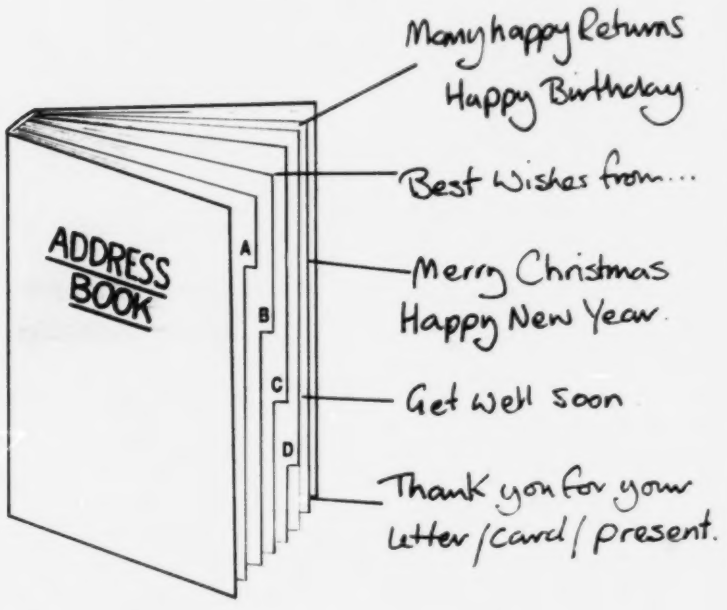
Signature

Find a style which suits you and practise it. John Farmer J. Farmer J.V. Farmer

Sometimes you may need to print your name clearly below your signature. JOHN V FARMER.

Greetings

Make a list of greetings for birthdays, Christmas, get well, etc. Keep them in an address book with the names and addresses of friends and relations.



Shopping lists

Look around the house or workplace for labels which will give you the spellings of the things you want to buy.

After you have done your shopping you should copy the names off the goods you've bought ready for next time.

Make up some symbols and abbreviations for your shopping list. Find the correct spelling and put it alongside the abbreviation.

pots – potatoes

– broccoli

e – pay electric bill

FL – Fairy Liquid

Not all writing has to be perfect. Some things, like a shopping list, need only to be clear to the person who wrote it. And notes and messages can contain abbreviations, provided they can be understood by the person receiving them.

Messages and Memos

A message or a memo can be short and sharp as long as it includes the essential information. Someone else will read it so it must be clear.

If you are taking a telephone message

- don't write everything the caller says
- pick out the important points
- remember to make a note of names, date and times.

MESSAGES

To .....

Date ..... Time .....

Signed .....

A&B BUILDERS LIMITED
3 Roach Road, Rotherham, Yorkshire

THINGS TO DO TODAY

ANCHOR OIL COMPANY
[illegible]

To Lena
11.15 am Mon.
Jeff (from Personnel) rang.
manager bringing visitors
to see production line.
4.30 today.
V. Important
Be prepared!
Sue.

Some offices have their own special memo pads which you should learn to use.

Learn some useful abbreviations.

Mon	*Aug*	*am*	*cf*
Tues	*Sep*	*pm*	*etc*
Wed	*Oct*	*N.B.*	*p.s.*

Make a Select-a-Message and practise writing the various combinations.

To the ..... Milkman, Paperboy, baker, etc.

Please leave ..... 3 pints, The Times, ½ doz eggs, 2 large brown

On ..... Monday afternoon, the back doorstep Tuesday evening the kitchen window sill

Thank you

For further practice, tape record a variety of personal and business messages which the student can listen to and write.

Filling in forms

Almost all students say that filling in forms causes problems.

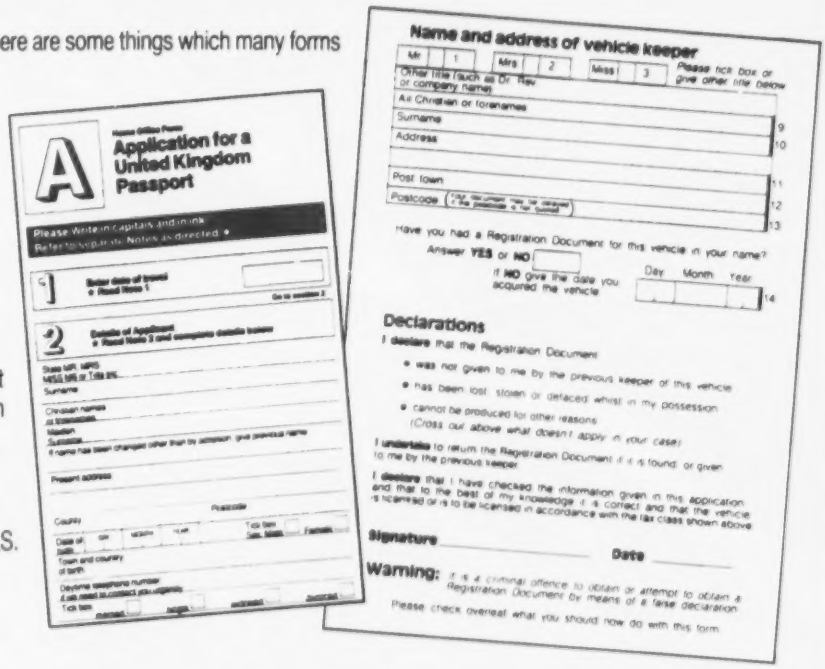
- they have to be accurate and neat
- they often have to be filled in in public
- they usually mean something important to the filler-in.

All these things make filling in forms stressful.

These hints may help

- Always read a form BEFORE writing anything on it.
- Whenever possible take a photocopy of the blank form so that you can practise on the spare copy before filling in the original.
- Ask to take a form away from an office, if possible, so that you can take your time filling it in.
- No two forms are the same, but there are some things which many forms require:
  a) name
  b) address
  c) postcode
  d) telephone number
  e) date of birth
  f) signature
  g) date

  Practise writing these on forms cut out of magazines or collected from the Post Office.


A
Application for a United Kingdom Passport
Please write in capitals and in ink
Refer to separate Notes as directed
Name and address of vehicle keeper
Mr
Mrs
Miss
Please tick box or give other title below
Other title (such as Dr, Rev or company name)
All Christian or forenames
Surname
Address
Post town
Postcode
Have you had a Registration Document for this vehicle in your name?
Answer YES or NO
If NO give the date you acquired the vehicle
Day Month Year
Declarations
I declare that the Registration Document
was not given to me by the previous keeper of this vehicle
has been lost, stolen or defaced whilst in my possession
cannot be produced for other reasons
(Cross out above what doesn't apply in your case)
I undertake to return the Registration Document if it is found, or given to me by the previous keeper.
I declare that I have checked the information given in this application and that to the best of my knowledge it is correct and that the vehicle is licensed or is to be licensed in accordance with the tax class shown above.
Signature
Date
Warning:
Please check overleaf what you should now do with this form.

- Many forms require information to be written in BLOCK CAPITALS. Practise writing in BLOCK CAPITALS.
- Look for 'key' words on forms,
  e.g. Christian name/forename – means your first name, e.g. Mary or Davinda
  Surname – means your last name or family name, e.g. Smith or Kaur.
  DOB – means Date of Birth.
- If you feel unsure about any of this information copy it onto a card and keep it in your wallet at all times.
- Ask someone to check your form for you before making the final copy.
- Take a photocopy of your completed form. This acts as a record of what you wrote and gives you a 'good model' to follow next time.
- Don't be afraid to ask for help – most of us have to.

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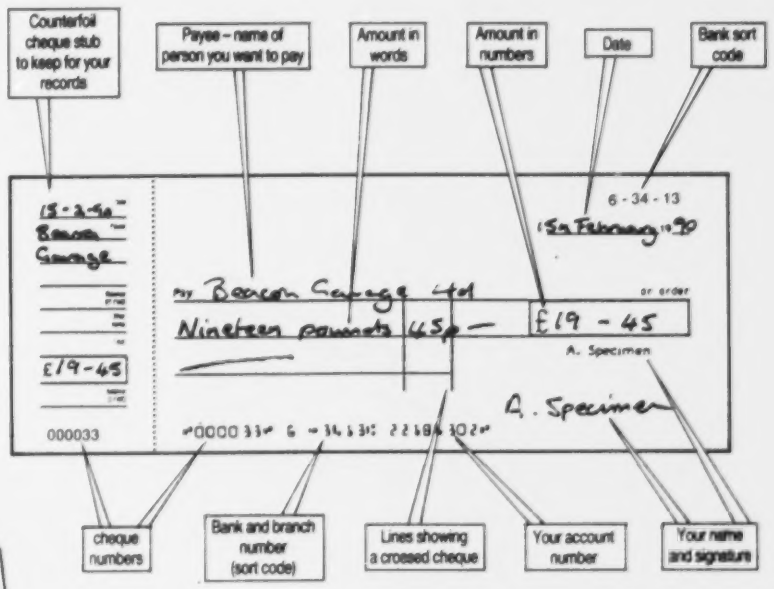
Writing Cheques

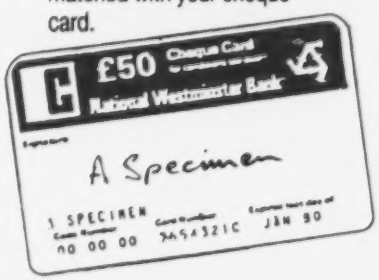
NOWADAYS wages are often paid by cheque or straight into a bank account. Therefore it is important to feel confident about using a cheque book to pay for things.

A cheque is just a signed instruction from you to the bank. But the layout of a cheque can be confusing.

The things you need to write correctly are:

- the date – in figures or words
- the name of the person you want to pay – the payee
- the amount you want to pay – in words and figures
- the word 'only' after the pounds if no pence are added
- your signature – which may be matched with your cheque card.





To make sure that your cheque is accepted you will need to sign it. In a shop you will usually be asked to show a cheque card, or banker's card. Your signature will be matched against this card. You can apply for a cheque card if you have a bank account – cards are issued to 'reliable' customers!

Does your signature look the same every time?

Other things you will need to learn are the various ways in which dates can be written, e.g. 24th April 1991; 24/4/91; April 24. '91
Try writing these dates various ways:

24th December 1990 .....

1st April 1988 .....

1st January 1991 .....

8/6/89 .....

20/11/90 .....

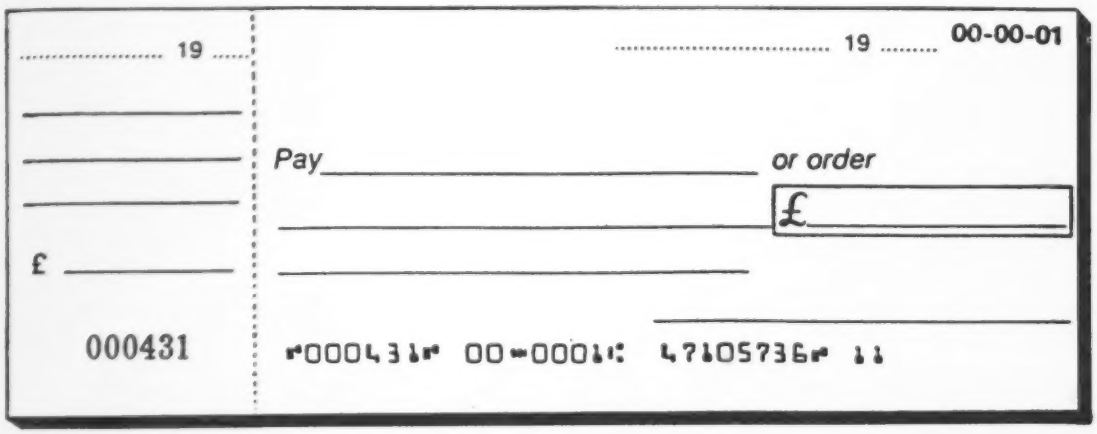
15/8/90 .....

Writing amounts of money in words and figures can also be tricky. It would be wise to keep a list of spellings in your cheque book.

1 – one; 2 – two; 3 – three to 20 – twenty; 30 – thirty; 40 – forty to 100 – one hundred.

Write these amounts in alternative ways

Forty five pounds only	£129.60
.....	.....
Twenty two pounds 65p	£39.00
.....	.....
thirteen pounds 99p	£45.50
.....	.....
fourteen pounds only	£15.00
.....	.....



Make copies of the blank specimen cheque above and practise making cheques out to people or firms you are likely to be paying.

Fill in these details:

Date 14th February 1991

Pay – Boots the Chemist

Amount owing – £20.00

Twenty pounds only

Your signature

Pay this bill by cheque

NOTE: Some shops will print your cheque for you. All you have to do is sign. But don't sign until you've checked the details first!

ALL the students you meet will have problems with their writing. Many will have had painful, embarrassing experiences in situations where they were expected to write and will be reluctant to put themselves in that position again.

For students to improve their writing you must create an atmosphere in which they are prepared to write without worrying about making mistakes.

Students must feel confident to show you their attempts and discuss their difficulties so that you can identify the problems and plan a programme of work to help.

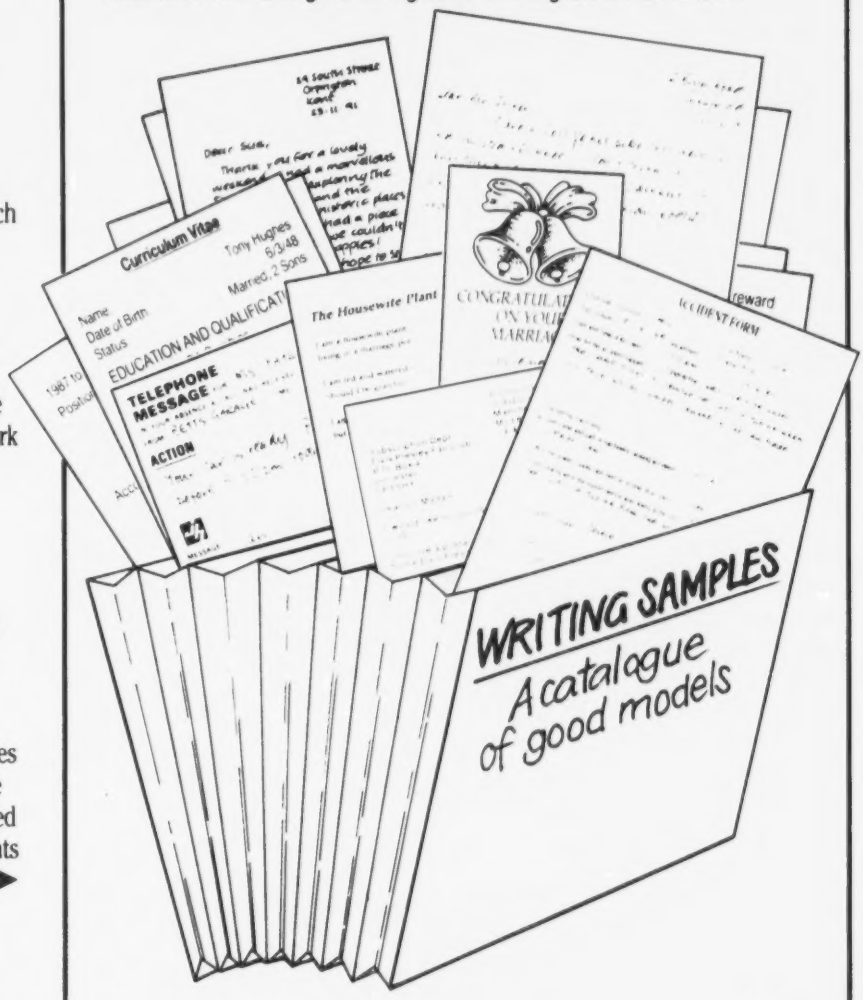
Starting Off

Start with what the students want and need to write.

An informal chat will reveal what students think they can do, but samples of writing tasks will give an idea of the range of writing which could be worked on and may suggest some starting points and priorities. ▶

A catalogue of samples

'Good models' of a range of writing tasks including lots at a basic level.



Students will need time to browse through these samples – on their own. Use your judgement to hold back examples which may be daunting.

Later

Discuss each task. Decide on priorities. Use *'task cards'* to do a sorting exercise. Make a list for future reference.

Can do – No Problem	Need these	Don't need these . . . yet	Interested
FAMILY NAMES	JOB APPLICATION	PASSPORT FORM	LETTER TO SCHOOL
OWN NAME AND ADDRESS	WORK REPORT	ACCIDENT REPORT	POEMS
WORK ADDRESS	INSURANCE CLAIM		

Making a plan for Writing Development

ENCOURAGE students to discuss their feelings about writing and the problems which are holding them back. These should be noted and, together with a student's priorities, should form the basis of a negotiated programme of work. Make a plan with your student based on this model. ▶

Action Plan – Name: Dennis Finn

Background Information

Storeman at Deloy & Marr Machine Tools. No writing involved in job – everything stored by number on computer. Dennis very confident about job.

Occasionally, trade union forms need name, address and job title. Biggest problems are:

- telephone messages (not essential but Dennis takes responsibility in Supervisor's absence)
- taking turn to get the sandwiches (shopping list – sausage, lettuce, mayonnaise, doughnuts, etc!)

At home, his wife does the paperwork but Dennis would like to be more involved especially with the money side. Wife keen to help.

Worries

- Says his biggest problem is spelling. Mind goes blank if he has to write anything in front of other people.
- Hates his handwriting – mixes up printing and joined up letters
- Doesn't want to 'look a fool' in front of work mates, so avoids all writing.

Wants to be able to do

- To write address confidently without thinking
- To write telephone messages at work and at home
- To make out the sandwich list
- To write cheques in public
- To do the Christmas cards this year
- Later on, to write letters and fill in forms.

Aims agreed with Dennis

Dennis needs to build up confidence to practise writing. At the moment he hates to write in private let alone in public. The aim will be to develop Dennis's writing and spelling skills by, initially, working on the tasks he has said he wants to do, until he feels confident to try them outside the class. Gradually the range of work will be extended to provide interest and challenge.

Action Plan worked out with Dennis

Areas of work to be covered

- Start by listing the 'sandwich' words; the most common types of messages; names of most frequent callers. Add other problems as they crop up. Refer to this list for ideas to work on and to check back on for progress.
- Techniques for learning spelling *(see Spell Well Section).* Dennis to pick words to practise in class and at home.
- Word games, puzzles, dictation, free writing, worksheets, etc, to practise chosen words.
- Use known words to build up sets of words with the same letter pattern or following the same rule.
- Devise an easy format for messages. Practise taking messages *(see Talking and Listening Section).*
- Use practise books to improve handwriting style. *(see Resources Section).* Practise on words from personal spelling list. Try a variety of pens.
- Use coupons and forms to practise address. Post them.
- Practise paying accounts with photocopies of cheques. Use 'real' bills – gas, electricity, etc.
- Extend skills by introducing simple writing tasks, e.g. short notes, postcards, directions, instructions, CV.
- Use a range of dictionaries for spellings and definitions of familiar/useful words.

Add to this list as new needs arise.

Coping Strategies

- Make 'crib' sheets – a list of number words to be tucked in check book; a personal name and address card to be kept in wallet; a diary or note book with essential information, e.g. employer's name and address *(see Start Writing Page 00).*
- Abbreviations to help Dennis cope in the short term – standard abbreviations, e.g. Mon. Dec. am/pm;
  – personal abbreviations e.g. B+Tom (bacon and tomato), D.Nut, etc.

Home work – Dennis agrees to

- Start using a diary and address book and keep it up to date with important information.
- Buy a dictionary.
- Learn, by writing, an agreed number of new words each week.
- Take part in the household writing with wife's help.
- Do at least one writing task in work each day.
- Keep a note book and pen handy for jotting down words.
- After each lesson – look over the work done, put it in order and rewrite any scruffy bits.

In each lesson we will

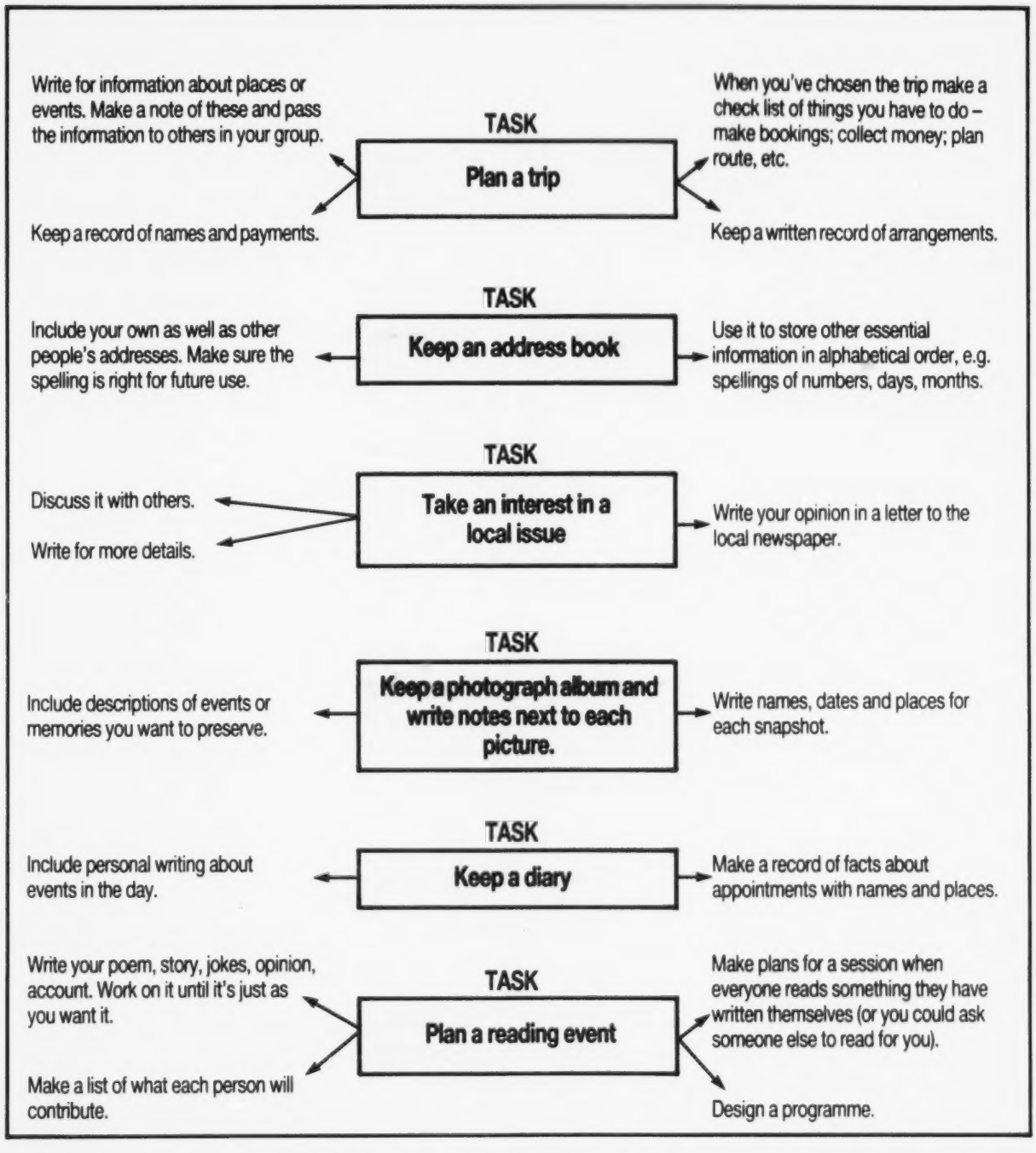
- Build in a variety of activities.
- Do some free writing.
- Check on 'old' spellings.
- Check and set homework.
- Do a little handwriting practice.
- Sort out any writing problems which occurred in the week or add them to the work programme.
- Plan the next session.
- Relate the work done, to the competences described in the City & Guilds Wordpower Certificate.* In time Dennis may want to get accreditation for his work.

*For details of Basic Skills Accreditation for students see 'Resources' section.

Finding Ideas for Writing

WRITING is a skill which must be practised, but students sometimes get stuck for ideas to write about and tutors cannot always think of relevant suggestions.

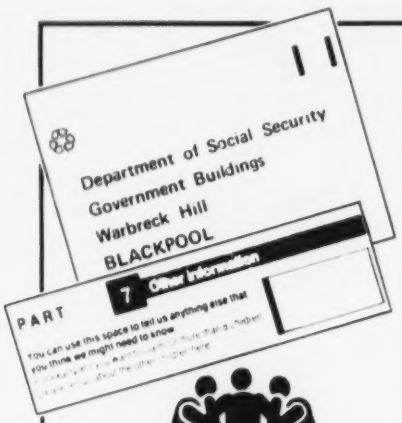
A project or task may provide interest and motivation and will create reasons for writing.

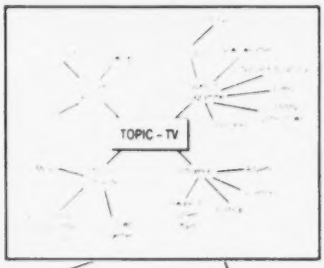

TASK
Plan a trip
Write for information about places or events. Make a note of these and pass the information to others in your group.
Keep a record of names and payments.
When you've chosen the trip make a check list of things you have to do – make bookings; collect money; plan route, etc.
Keep a written record of arrangements.
TASK
Keep an address book
Include your own as well as other people's addresses. Make sure the spelling is right for future use.
Use it to store other essential information in alphabetical order, e.g. spellings of numbers, days, months.
TASK
Take an interest in a local issue
Discuss it with others.
Write for more details.
Write your opinion in a letter to the local newspaper.
TASK
Keep a photograph album and write notes next to each picture.
Include descriptions of events or memories you want to preserve.
Write names, dates and places for each snapshot.
TASK
Keep a diary
Include personal writing about events in the day.
Make a record of facts about appointments with names and places.
TASK
Plan a reading event
Write your poem, story, jokes, opinion, account. Work on it until it's just as you want it.
Make a list of what each person will contribute.
Make plans for a session when everyone reads something they have written themselves (or you could ask someone else to read for you).
Design a programme.

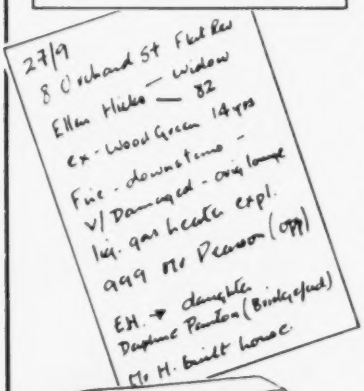
Projects can be done in groups where the students have a variety of writing ability. Everyone can share in the discussion and exchange of ideas. This will give each person more to write about. The writing can be shared out appropriately.

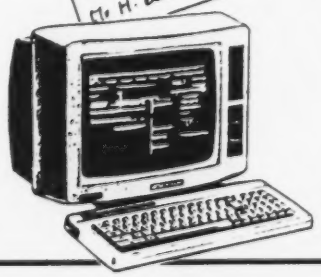
EVEN when students have overcome the initial reluctance to put pen to paper they may still be affected by writing blocks. The challenge of new, more demanding writing tasks can be daunting. Tutors can help by:

- introducing writing as a process which can be broken down into steps and improved upon at each stage
- working on the writing that students need to do in their everyday lives
- providing examples or 'models' of different styles of writing


Department of Social Security
Government Buildings
Warbreck Hill
BLACKPOOL
PART
7
You can use this space to tell us anything else that you think we might need to know







The Writing Process

Having a need to write

Work on real tasks chosen by students. Stimulate ideas with prompt cards, tapes, pictures; discuss local issues. Think up reasons for writing, e.g. student magazines, reading events, etc. See 'Start Writing' page 4.

Thinking about who will read it and how you want them to read

Talk to students about why and to whom they are writing. Help them choose the style most likely to achieve the desired effect. See pages 2, 5, 6.

Getting ideas together

Find out what other people say through discussion, reading, TV/radio recordings, brainstorming. Look at good examples of other people's writing. See page 3.

Making notes, rough plans

Include note making and planning as an automatic part of all classroom writing activities. See page 4.

Writing a first rough draft

Make sure students realise that all writers make rough drafts and it's useful to show them to someone who can help you make improvements.

Altering, improving and re-writing

Encourage students to identify areas for improvement. Consider sequence, organisation, sorting out sentences, vocabulary, tone, style. See pages 7-19.

(Number of re-drafts will depend on the importance and reality of the writing task and stamina or motivation of the students)

Final draft, proof reading for spelling, punctuation

Encourage students to correct their own errors and make a note of things to be worked on in future lessons.

Writing out final copy

If sending out, the final version must be perfect. See pages 12-13 for help with handwriting. Remember that many centres have wordprocessors which make re-writing much easier.

Final proof-reading

Read each other's work. It's difficult to spot your own mistakes.!

Purpose and Style

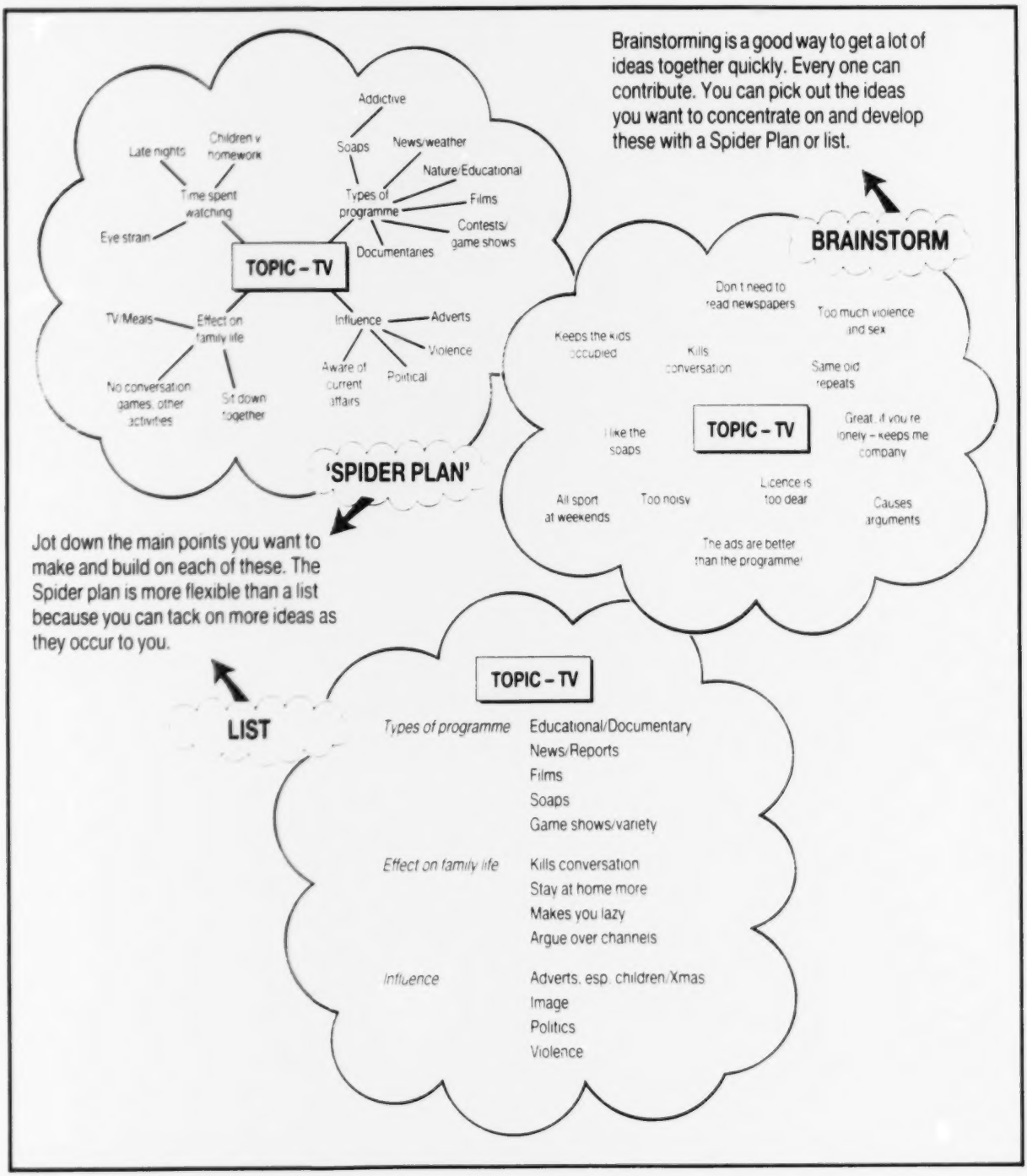
THE way you write something and the care you take will depend on your reason for writing and who will read it. Use this chart to help students think more purposefully about their writing before they start. Include personal tasks a student wants to work on.

Writing task	*Who will read it?*	*What is its purpose?*	*What style would be most effective?*	*What things should you pay particular attention to?*
Job Application	Prospective employer.	To create a good impression.	Formal letter or official form	Everything must be perfect – spelling, writing, neatness, correct details, etc. Proper layout for letter.
Accident Report	Police or Insurance	To give accurate details.	Concise, logical. It could be a numbered list of points	Give only the essential information – no waffle; must be readable.
Story for a Reading Event	Self or other reader	To interest or amuse	Narrative, possibly humorous	It must be clearly typed or written for reading aloud. Spelling need not be perfect as long as it's readable.
Personal Task				
Personal Task				
Personal Task				
Personal Task				

Making Plans for Writing

If you help students plan the content and structure of their writing the task will not seem as daunting. They will be able to write longer pieces with more ideas better developed.

There are several styles of planning. Help students find a format which suits them and their writing task.



More Ways to Plan for Writing

LISTING the points for and against a topic is a useful way to make sure you think of all the issues – even these you don't agree with.

Some inexperienced writers may wish to have clear guidelines on which to base more difficult writing tasks. As they gain confidence as writers they can draw from this framework and develop their own style.

PROS and CONS

TELEVISION

For	*Against*
News	Bad influence – violence/sex
Current affairs	Ruins family life and conversation
Opinions	Too much advertising
Educational	Repeats
Company for lonely people	Licence fee too high
Reports	Children watch too much
Up-to-date information	Stops people reading
Cheaper than cinema	

FRAMEWORK

In my opinion . . .

When giving your opinion on a subject, it is important to express your views clearly. Here is a suggested plan.

Say what you are writing about	Title, subject. What inspired you to write?
State your opinion	I think . . .
Support your statement with reasons or evidence	because . . .
Acknowledge the other viewpoint: be reasonable	I understand . . . Some people feel . . .
Re-state your views or present the argument against opposing viewpoints.	However . . .

Dear "Points of View"

I am writing to complain about the current fashion for showing Sumo Wrestling on Breakfast-Time Television.

I think the afternoon or evening is a much better time for this sort of programme when viewers who find such things objectionable have built up enough strength to leave the room or switch the television off.

At 7.30 in the morning, the sight of those great tummies and bottoms, and the sounds of grunting and slapping of flesh, puts me right off my poached eggs.

I realise that shift workers, coming home after a hard night's work, may look forward to seeing other people being thrown about. However, I feel that the majority of people, getting ready for a day's work, would prefer to watch something soothing.

Yours faithfully

FRAMEWORK

An idea from 'Send a Friend a Letter' for people who want to write more interesting letters to friends and family.

Tell or Ask about

- Family and friends
- Health
- Work
- Hobbies and interests
- Pets
- Holidays and visits
- Problems
- Something you are sending

Do you have

- A question to ask?
- Some news?
- A worry?
- A favour to ask?
- An offer to make?
- To say 'thanks' for something?
- Any comments about the letter you are answering?

Learning about different writing styles

CONFIDENT writers use a range of writing styles to suit different purposes. A letter to the boss asking for a rise will have a different style of language, layout and tone than a message about a meeting.

You can demonstrate different writing styles by dealing with one topic in lots of different ways.

Take a story from a local newspaper and use it as a basis for writing formal and informal letters, reports, notes, poems, stories, etc. You can do this with individuals but it's more fun with a group.

Ellen gazed wistfully through the latticed kitchen window as she filled the kettle. A cup of hot soup would do the trick, she thought. The chill of autumn had come suddenly and Ellen had lit the gas heater for the first time since last spring. The lounge had always been Jack's favourite room. Ellen recalled their first winter together in their new home. Jack had worked so hard...

Suddenly, a loud explosion shook the room. Startled, Ellen ran out of the kichen towards the lounge. .....

Tel 650412

23 West Street
Bridgeford

J. Bradbury & Sons (Builders)
3, High street
Hatfield Peverel

5th October 1991

Dear Sirs,

A recent fire at my home, 8, Orchard Street, Hatfield Peverel, caused severe damage to the ground floor rooms.

I should be grateful if you would let me have an estimate of the cost of repairs and redecoration for insurance purposes. Please contact me on the above telephone number to arrange a time to visit the house.

Yours faithfully,

23 Weir Street
Bridgeford
8th October

Dear Mabel,

Just a short note to let you know that I am all right after the fire at home. I'm staying with Daphne, who is taking very good care of me.

As you can imagine, it was a terrible shock hearing that bang and seeing the lounge full of smoke and flames. The settee was also and flames were shooting up the curtains ran straight over to Mr Pearson. He's been so k to me since Jack passed away. He rang for Fire Brigade for me.

I wish I'd had the courage to stop and shu lounge door, but I was so frightened and t smoke was choking me. It did no good at a my tool chest. Of course things could ha been much worse, but it breaks my h to think of all the hard work that Jac put into that house.

MESSAGE

DATE	27.9.91	TIME	16.05
CALLER	M. Pearson 11 Orchard St Hatfield Peverel URGENT		
MESSAGE	Fire 8 Orchard St Hatfield Peverel		
ACTION	Blue Watch 2 Appliances deployed immediately		
DAMAGE	Ground floor contents destroyed Ground floor rooms severely damaged		
CASUALTIES	None		

Woman, 82, in heater blaze escape

AN 82-year-old Hatfield Peverel widow had a lucky escape when a liquid gas heater exploded.

Mrs Ellen Hicks had just lit the fire on chilly Thursday afternoon and as she left her lounge to make tea the heater erupted in flames.

She ran to a neighbour to call the fire brigade but there was severe damage to the downstairs of the home built by her late husband where she has lived in for fourteen years since moving from Woodford Green.

Now Mrs Hicks is staying with her daughter Daphne Panton while the house is repaired and redecorated.

27/9
8 Orchard St Flat Rd
Ellen Hicks — widow
ex-Wood Green 14 yrs
Fire - downstairs -
v/ Damaged - orig lounge
liq. gas heater expl.
999 Mr Pearson (opp)
EH. → daughter
Daphne Panton (Bridgeford)
Mr H. built house

HOUSE FIRE STOP UNHURT STOP WITH DAPHNE STOP
LOVE MUM STOP

That gas fire of old Mrs Hicks
Blew up when she left for two ticks
While she buttered her bread
The fire also spread
And reduced her settee to charred sticks

EXPLAIN FULLY HOW THE ACCIDENT OCCURRED

Liquid gas heater in lounge was set at No. 3 according to manufacturer's instructions. I left the room briefly and the heater exploded, setting fire to nearby furnishings. The Fire Brigade arrived within 10 minutes, by which time the fire had spread into the hall and nearby rooms.

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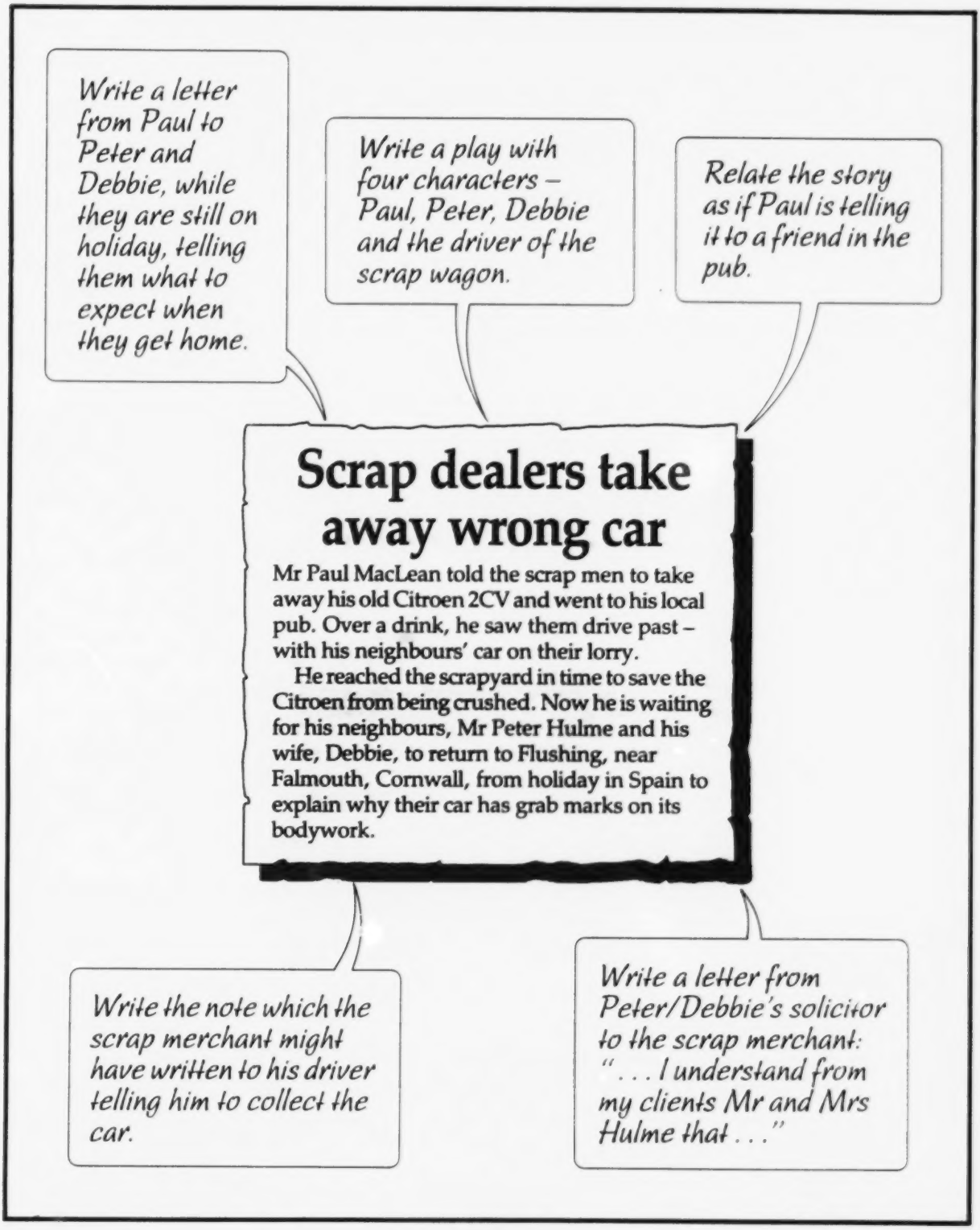
Practising Different Writing Styles

Present this information in as many styles as possible. Some suggestions are made to start you off.


Write a letter from Paul to Peter and Debbie, while they are still on holiday, telling them what to expect when they get home.
Write a play with four characters – Paul, Peter, Debbie and the driver of the scrap wagon.
Relate the story as if Paul is telling it to a friend in the pub.
Scrap dealers take away wrong car
Mr Paul MacLean told the scrap men to take away his old Citroen 2CV and went to his local pub. Over a drink, he saw them drive past – with his neighbours' car on their lorry.
He reached the scrapyard in time to save the Citroen from being crushed. Now he is waiting for his neighbours, Mr Peter Hulme and his wife, Debbie, to return to Flushing, near Falmouth, Cornwall, from holiday in Spain to explain why their car has grab marks on its bodywork.
Write the note which the scrap merchant might have written to his driver telling him to collect the car.
Write a letter from Peter/Debbie's solicitor to the scrap merchant: "... I understand from my clients Mr and Mrs Hulme that ..."

Quality and Quantity – Working on Drafts

WHEN students have something to write about and have built up their confidence to get some words down on paper, then they need help in recognising which aspects of their writing can be improved.

Students should be encouraged to think of their writing in terms of rough drafts which can be worked on and improved to give a better quality piece of work.

If the writing task is a 'real' one, and the letter, report etc. sent, the student is likely to be more willing to spend time working on the draft.

Use this list of 5C questions to think about how you could improve your first draft. Is it:

Complete

- Does it say everything you intended?
- Have you included all essential information?
- Should dates, names, reference numbers be added?

Clear

- Does it make sense?
- Is it in the right order?
- Does it need putting into paragraphs, sections or lists of points?
- Would a title or diagram help?
- Is it easy to understand?

Concise

- Is it to the point?
- Is it repetitive?
- Could one word replace several?
- Is there any unnecessary information?
- Are some sentences too long and complicated?

Courteous (especially for letters)

- Does it give the right impression?
- Is the tone polite (even when you want to be firm)?

Correct

- Is the layout appropriate?
- Is it neat and legible?
- Have you checked spelling and punctuation?
- Could you improve on the vocabulary used?
- Are you satisfied with it? If not, why not?

NOTE. Drafting and re-writing can be done much more easily on a word processor. Many centres have access to word processors and students may be interested in developing this useful additional skill.

Working on Sentences

Extending Simple Sentences

SHORT, clear sentences often make for easy reading, but sometimes writers need to introduce variety and interest by making some sentences longer. ▶

Show students how to extend simple sentences, where appropriate, by adding phrases, adjectives, adverbs or by linking ideas. Put examples of students' writing on strips of card or OHP transparency and add suggestions from other members of the group by inserting words, phrases and punctuation on extra strips.

Example: She fired the gun.

Closing one eye | tightly | , | trying to keep her | outstretched | arm steady | , | she fired the | heavy | gun | , | shattering the | silence of the | still | , | cool | evening | .

Sorting Out Long, Convoluted Sentences

COMPLICATED sentences often arise when people write as they think or speak. Writing usually has to be made much more structured and orderly for people to understand what the writer means. ▶

Take examples from the student's work. Rewrite them yourself and give them to the student to consider alongside the original versions.

Version 1

"When I came to the bank and opened the account two months ago on 18th September I was told by the assistant at the bank that I would receive a free record token together with a holder to keep my cheque book in and a holder for my cards and one for my bank statements within a week but as that was eight weeks ago and I have received my cheque book but nothing else, I should be grateful if you would look into the matter and find out what has happened."

Version 2

"When I opened the account on 18th September I was told I would receive a free record token and holders for my cheque book, cards and statements within a week. My cheque book has arrived but I have not yet received the other items. Eight weeks have now passed and I should be grateful if you would look into the matter."

Encourage students to read through a sentence and ask:

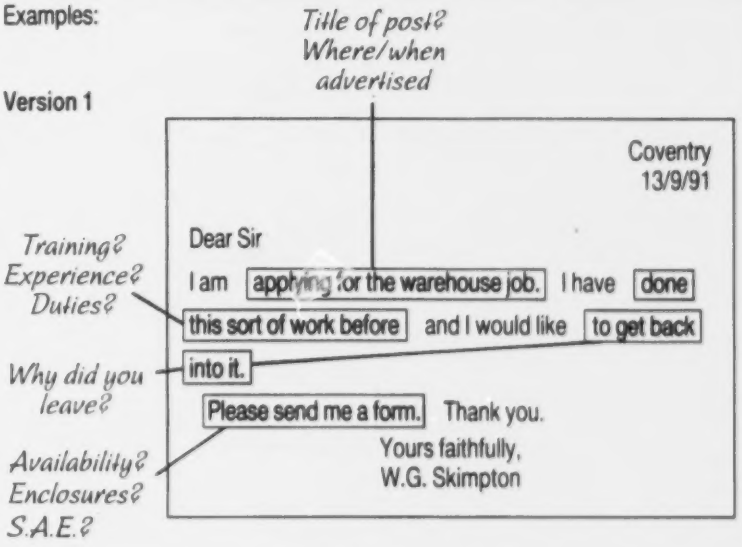
- Will the sentence be easy for someone else to read?
- Is there unnecessary repetition – could anything be cut out?
- Could one word replace several?
- Could it be broken down into shorter sentences?
- Would different punctuation make it easier to read?

Building Up Sentences Into Paragraph

SENTENCES from a short piece of writing can be used as a basis to build up paragraphs. It may help to use questions as prompts. ▶

Examples:

Version 1



Version 2

Dear Sir

I am applying for the post of Assistant Warehouse Manager at your Solihull depot, as advertised in the Weekly News on September 7th.

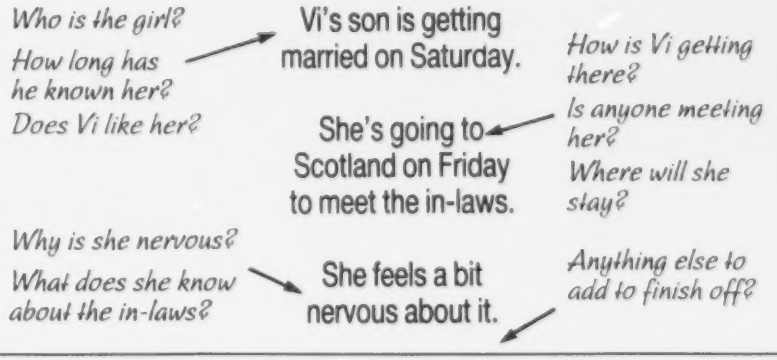
I worked in Bradthorpe's Warehouse, Coventry, for five years until it closed last month when the firm moved south. During this time I attended several training courses and passed Stages 1 and 2 of the Warehouse and Store Workers' Certificate. My duties included oversight of stock control (computerised system), incoming and outgoing goods and responsibility for Health and Safety in the Stores section.

I feel that I have the necessary qualifications and experience for the post advertised and I should be grateful if you would send me an application form. I enclose a stamped addressed envelope and look forward to hearing from you.

Yours faithfully

Practice

Take a short piece of writing. Cut it up into sentences. Fill in the space after each sentence with extra information to build up a paragraph. Ask questions to help you think about what to write.


Who is the girl?
How long has he known her?
Does Vi like her?
Vi's son is getting married on Saturday.
How is Vi getting there?
Is anyone meeting her?
Where will she stay?
She's going to Scotland on Friday to meet the in-laws.
Why is she nervous?
What does she know about the in-laws?
She feels a bit nervous about it.
Anything else to add to finish off?

Developing Vocabulary

STUDENTS often say they would like to use 'better' words in their writing. Experience as readers and listeners will help increase the vocabulary but the confidence to use new words is more likely to come if you plan 'vocabulary lessons' in which students are encouraged to *use* a wider variety of words.

Provide opportunities to read good quality texts such as those in 'Wordpower Writing' (see 'Resources' section), and listen to radio interviews, debates and reports.

Unfamiliar words can be discussed in context, looked up in the dictionary if necessary and used – first in speech and then in writing.

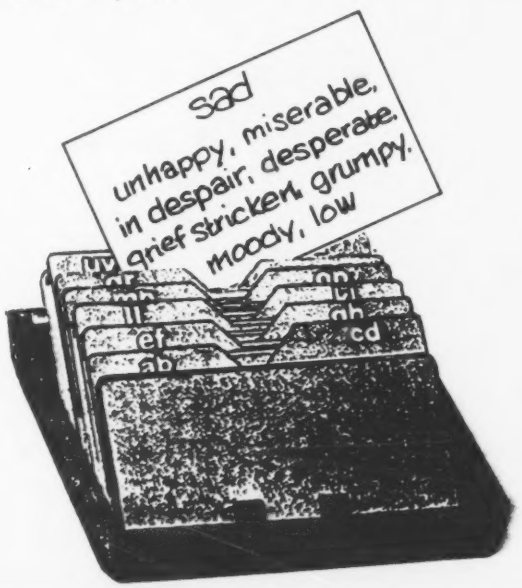
Plan class activities which involve discussion so that vocabulary and styles of expression are 'pooled'. People often pick up and try out new words in this way.

Some practical ideas:

Brainstorm alternatives for over-used words such as 'nice' or 'good' and keep a record of them for future use.

Cut examples from magazines to make an attractive reference chart:

Write students' suggestions on to index cards and build up a group thesaurus which can be used and updated.



Make an impression with words

Gap filling exercises are a good way to practise using more interesting vocabulary. ▶

Read through the passage and discuss a variety of alternatives for each gap. Keep a record of suggestions.

Then, replace the word 'dismal' with 'cheerful' and see how many changes have to be made to create a different impression.

The waiting room was a dismal place. The fire place stood .....

offering no welcome. A row of ..... chairs lined the

..... walls.

One ..... lamp tried unsuccessfully to add some brightness

to the ..... atmosphere. A .....

table in the centre of a .....carpet offered a .....

pile of ..... magazines.

A mother, with her ..... son, sat in the corner listening to the

..... ticking of the clock which hung over the doorway.

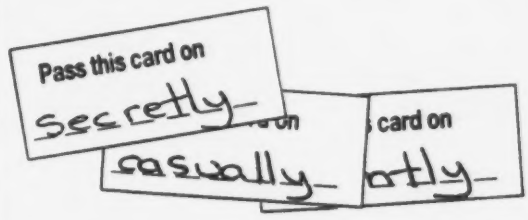
Comparison of formal and informal terms ▼

Your letter (came/arrived) this morning.
(Here is/Please find enclosed) a cheque for £20.
I should be pleased to (come for an/attend for) interview.
I turned sharply (to avoid a collision/to stop hitting it).
Please send me a (new one/replacement).
The details are (incorrect/wrong).
We are (not happy/dissatisfied) with the repairs.
I (took back/returned) the goods last week.
We intend to (keep the money/withold payment) until the mistake has been (rectified/put right).
It was (bought/purchased) at your High Street branch.

Wherever possible, use examples from students' own writing. Highlight selected words and ask students to substitute words which give a different impression.

Introduce adverbs in context: a group activity ▼

Distribute cards bearing the sentence, 'Pass this card on ...' followed by an adverb (slowly, reluctantly, impatiently, etc). As each student passes a card, other group members guess the adverb.



Students can then replace the adverbs on their cards with alternatives of their choice and repeat the activity.

A note about GRAMMAR:

STUDENTS often ask to be taught 'grammar' as they see this as the key to improving their English. Tutors should take care not to teach formal grammar in isolation. Points of grammar such as parts of speech should be introduced in the context of the students' writing so that they can be understood and applied. Published exercises should be rewritten or expanded using examples from the student's writing.

Punctuation

FULL stops, commas, etc., don't occur in speech, so punctuation is something we have to learn as part of reading and writing.

Teach students that the purpose of punctuation is:

- to help the reader to understand what the writer means
- to help the writer to make his or her meaning clear.

Provide texts which demonstrate the use of capital letters and punctuation. Select from newspapers and magazines or from paperwork the student has to deal with. ▶

Provide sentences punctuated in different ways and discuss how the meaning is affected. ▼

PUTTING away the final remnants of summer concentrates the mind wonderfully. Reinstated in the wardrobe, last winter's clothes hang there accusingly, prompting a host of familiar reactions. "All this looks a bit sparse, what on earth did I wear all those months? Can that old suit struggle through another year? And why did I need six black skirts?" There is always the rediscovery of something much loved or some forgotten gem and, inevitably, the odd horror.
Rail fares 'not rip off'
Release of hostages 'a trap'
£30 'perk'
Teenage 'mother' for four orphans
HIDDEN LAUGHTER
"SIMON GRAY'S BEST PLAY FOR YEARS" Daily Telegraph
"SUPERBLY WRITTEN" S.Times
VICTORIA PALACE 071 834 1317 cc 071 379 4444/240 7200/081 741 9999 (bkg fee)
Groups 071 930 6123.
BUDDY
"IT'S BUDDY BRILLIANT" Sun.
"SHEER UNADULTERATED FUN...I LOVE THIS SHOW" Sun.Exp.
The Man, The Music, The Legend ...
BUDDY
The Buddy Holly Story
A NEW MUSICAL
"WONDERFUL STUFF" Sun.Tel.
"I LOVED IT" Fin.Times.
BUDDY
Mon-Thurs 8.00 Fri & Sat 5.30 & 8.30 ALL SEATS 1/2 PRICE FRIDAYS 5.30 PERF
NOW BOOKING TO JAN 1991.

She lives on macaroni cheese, fish cakes and gallons of tea.

She lives on macaroni, cheese, fish, cakes and gallons of tea.

That man said my boss should retire.

"That man," said my boss, "should retire."

Swallows migrate. At the end of the summer they fly thousands of miles to Africa.

Swallows migrate at the end of the summer. They fly thousands of miles to Africa.

I've lost the oil. Can you find it for me?

I've lost the oil can. You find it for me!

There are many publications which teach punctuation. To use these effectively, first analyse your student's writing to find where the problems are. Then select exercises to help. Where possible include examples from the student's work for practice.

Sentence Boundaries

STUDENTS are often well aware that a sentence begins with a capital letter and ends with a full stop. Commonly, though, people find difficulty in distinguishing between phrases and sentences and this often gives rise to writing errors.

What makes a sentence?

It can be helpful to define a sentence as:

a statement, command or question which is complete and which makes sense.

Help students decide which of these sentences and which are only phrases. ▶

Add examples from students' own writing.

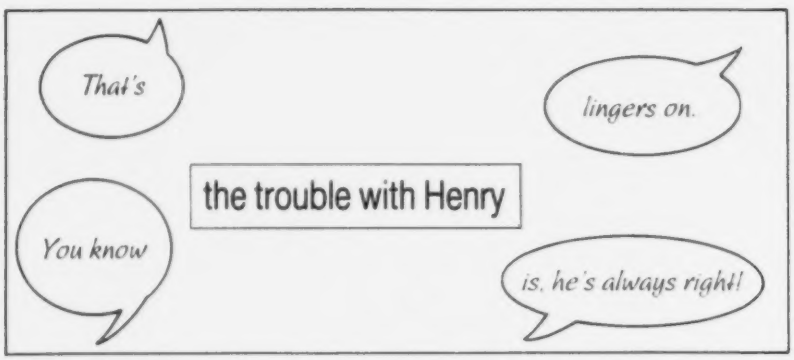
Some of these are sentences, others are phrases.

is it raining	at the end of a long day
in spite of the cold weather	we'll meet you at 4pm
she fired the gun	although she fired the gun
the trouble with Henry	you must be joking
don't forget to feed the cat	take care
before you go to work this morning	do you have any vacancies

Then discuss which sentences are statements, commands or questions and rewrite starting with a capital letter and finishing with the most appropriate mark.

Is it raining [.] [!] [?]

With the phrases, ask students to suggest what could be added to make complete sentences. ▶



Add another phrase to the beginning or the end of this one to turn it into a question. ▶

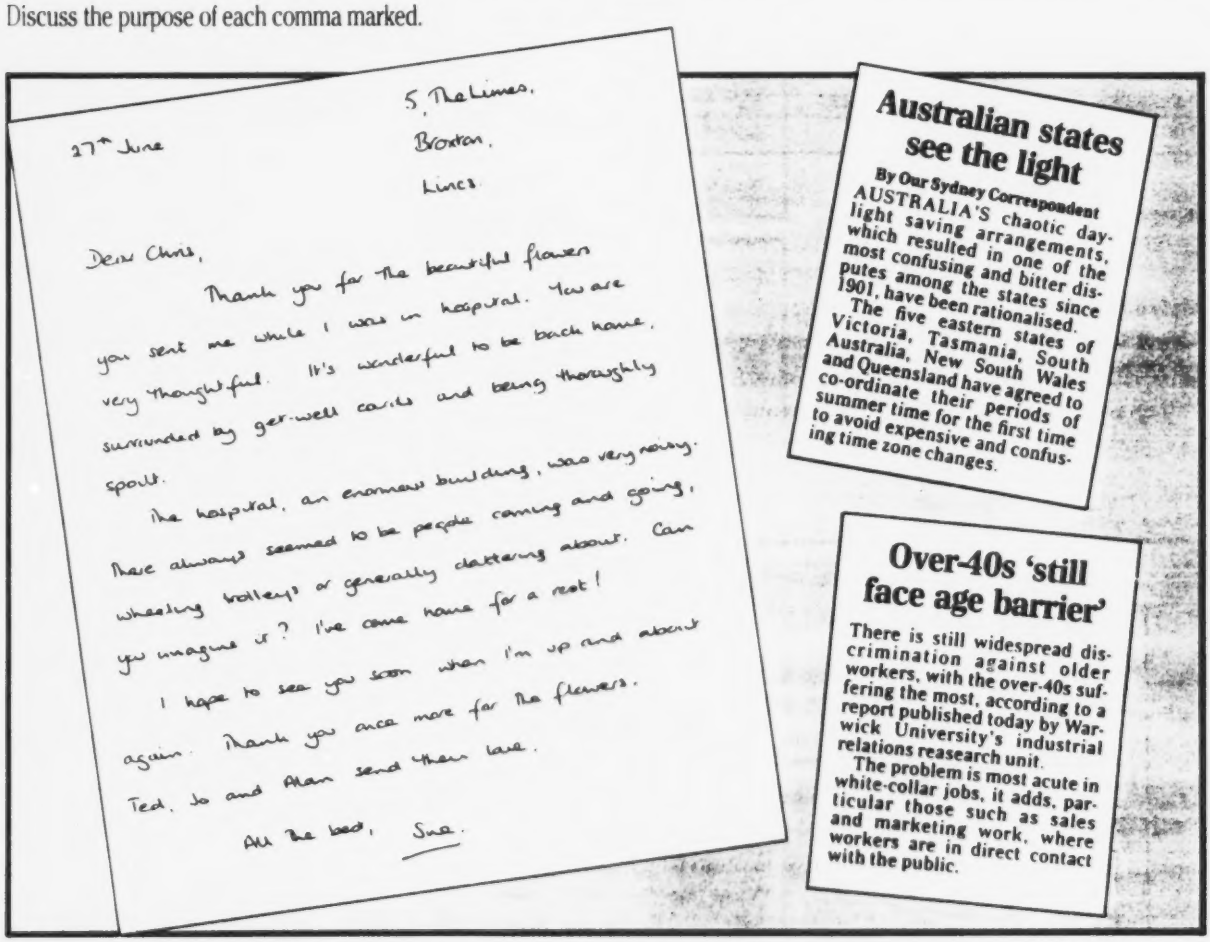
_____ before you go to work this morning _____ ?

Commas

BEWARE of the danger of 'teaching commas' to the point where students' writing becomes littered with them.

As a group, look through a newspaper item, letter or other text and ask students to mark commas with a coloured pen or blue-tak.

Discuss the purpose of each comma marked.



5, The Limes,
Brinton,
Lincs.

27th June

Dear Chris,

Thank you for the beautiful flowers you sent me while I was in hospital. You are very thoughtful. It's wonderful to be back home, surrounded by get-well cards and being thoroughly spoilt.

The hospital, an enormous building, was very noisy. There always seemed to be people coming and going, wheeling trolleys or generally clattering about. Can you imagine it? I've come home for a rest!

I hope to see you soon when I'm up and about again. Thank you once more for the flowers.

Ted, Jo and Alan send their love.

All the best, Sue.

Australian states see the light

By Our Sydney Correspondent

AUSTRALIA'S chaotic day-light saving arrangements, which resulted in one of the most confusing and bitter disputes among the states since 1901, have been rationalised.

The five eastern states of Victoria, Tasmania, South Australia, New South Wales and Queensland have agreed to co-ordinate their periods of summer time for the first time to avoid expensive and confusing time zone changes.

Over-40s 'still face age barrier'

There is still widespread discrimination against older workers, with the over-40s suffering the most, according to a report published today by Warwick University's industrial relations reasearch unit.

The problem is most acute in white-collar jobs, it adds, particular those such as sales and marketing work, where workers are in direct contact with the public.

If over-use of commas is a problem, go through the same exercise with students' writing, so that each comma has to be justified or omitted.

Tips for teaching commas

Commas in a list

Using examples of students' writing, either write on card or strips of OHP transparency and physically replace the appropriate **and**s or **or**s with commas.

It could be the plugs [,] [or] the points or the starter motor.

The inner wires are blue [,] [and] brown and green and yellow.

Commas as phrase markers

Extend simple sentences by cutting up and inserting extra phrases and the necessary punctuation. Explain the purpose of punctuation as it occurs.

[Norman ran over the dog.]

[Norman] [,] [while reversing into his drive] [,]

ran over the dog.

Practising Punctuation

GROUP discussion – Get students to talk about their own writing and explain what they were thinking when choosing the punctuation.

With permission, type a short passage from a student's writing, leaving out the punctuation. Distribute copies. Decide as a group how the passage should be punctuated. The author is present to explain the intended meaning and lead the activity ▶

Write transcripts of taped passages or conversations to show that commas and full stops do not always mark pauses for breath. ▶

REMEMBER – Don't teach punctuation in isolation

PEOPLE only need to punctuate what they have written themselves, so it is always best to base any punctuation work on students' own writing.

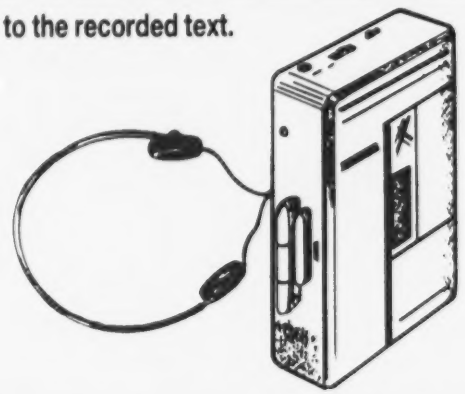
Right from the beginning, writers should be encouraged to include appropriate punctuation, particularly sentence markers. In this way, punctuation will become automatic as writers gain experience.

Note: Published exercises on punctuation require the reader to guess the meaning of a text and then 'add on' the punctuation. If you want to use these, provide students with a tape recording of the text, or read it to them so that they 'hear' the meaning before deciding what punctuation to use.

I worked in bradthorpes warehouse coventry for five years until it closed last month when the company moved South during this time I attended several training courses and passed stages 1 and 2 of the warehouse and store workers certificate my duties included oversight of stock control computerised system incoming and outgoing goods and responsibility for health and safety in the stores section

(See Page 9 for punctuated version).

1. Listen to the recorded text.



2. Work on the un-punctuated transcript.

a nine year old girl her mother her grandmother and her great grandmother died today after an explosion at their home in green lanes south london the girls father mr carl lee escaped with minor burns he is recovering in greenhall hospital a spokesman for london gas said we cannot comment on the cause of the explosion at this stage but we extend our deepest sympathy to mr lee.

3. Compare your version with the tutor's text.

A nine year old girl, her mother, her grandmother and her great grandmother, died today after an explosion at their home in Green Lanes, South London. The girl's father, Mr Carl Lee, escaped with minor burns. He is recovering in Greenhall Hospital. A spokesman for London Gas said, "We cannot comment on the cause of the explosion at this stage, but we extend our deepest sympathy to Mr Lee."

Apostrophes

THERE are two types of apostrophe. One means ownership (the farmer's son), the other means that two words have been abbreviated into one (I'm tired – means I am tired). In the early stages, concentrate on teaching one type of apostrophe only. Make sure the student has mastered this before introducing the other type.

Use newspapers and magazines for examples of apostrophes in use. Help students, through discussion, to discover the rules about apostrophes for themselves. Practise applying the rules by working on examples from the students' own reading and writing and from examples used naturally in conversation.

Apostrophes to show ownership

The rule here is: Put the apostrophe after the owner or owners.

Example: "Nurses' car park"

Ask yourself "Who does the car park belong to?"

Answer "The nurses." So put the apostrophe after *nurses.*

The outfitter belongs to the men. So put the apostrophe after the word *men.*

The best friend belongs to a man. So put the apostrophe after the word *man.*

The toilets belong to the ladies. So put the apostrophe after the word *ladies.*

The shoe belongs to a lady. So put the apostrophe after the word *lady.*

Sleep belongs to a night. So put the apostrophe after the word *night.*

Exercise

Turn these sentences into the plural and put the apostrophe after the word which answers the question, *"Who are the owners?"*

Example: The doctor's car is allowed to park here. (singular). The doctors' cars are allowed to park here. (plural)

"Who are the owners of the cars?" Answer *"The doctors"*. So put the apostrophe after the word *doctors.*

Singular	**Plural**
The child's toy was broken	.....
The woman's job was poorly paid.	.....
The dog's lead was tangled up.	.....
One day's rain will fill the reservoir.	.....
(Answers: children's, women's, dogs', days'.	.....
	.....

Points to note

- Remember to point out that apostrophes are not used in possessive pronouns even though they are words to do with ownership: ours, yours, hers, his, theirs, whose, its.

  e.g. The bird left *its* nest. The car passed *its* test.

- Make sure that students don't fall into the trap of using apostrophes when writing plural words: pianos, skis, twos and threes, journeys, edges. If in doubt leave the apostrophe out – it's less confusing.

Apostrophes for missing letters

YOU will find many examples of these in magazines and newspapers. Help the student work out the original form from the abbreviation and make a record of both forms.

Rewrite these sentences using the abbreviated form of the words underlined. All the answers are in the illustrations. ▶

Notice that *its* has an apostrophe only when it's short for *it is* or *it has* and not at any other time.

We are moving to Cardiff on Monday.

It is Saturday night and *it is* party time!

Do not forget your umbrella. *It is* raining.

Pass the biscuits. *I am* hungry.

Thank you for the holiday. *It has* been wonderful.

It is quite simple to demonstrate the principle of substituting missing letters with an apostrophe. Use water based pen on an OHP sheet or plastic covered card.

Work from the whole word to the abbreviation and vice-versa. Use the examples in complete sentences so that the student is always aware of the meaning.

Start by giving an example of the full form in a sentence.

"*We will* have to run to catch the bus."

Next ask the students to make up more sentences using the same examples.

"*We will* go shopping after work."

"*We will* meet you at the station."

Then discuss how these sentences would be spoken less formally. Mark the letters which have to be replaced with the apostrophe. Students rewrite the sentence using the abbreviated form.

When students are confident start working from the abbreviation back to the full meaning. Repeat this exercise with other examples drawn from the students' conversation, writing and reading.

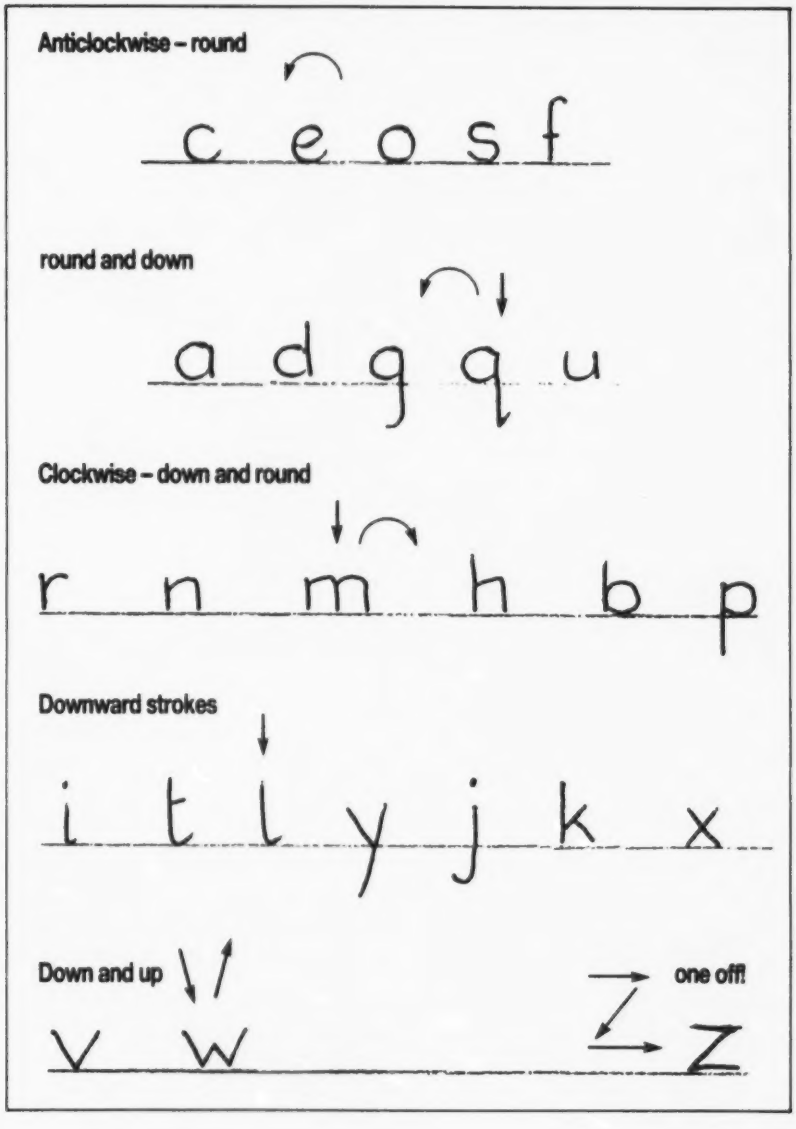
Note: Apostrophes, like all other punctuation symbols, are important carriers of meaning. Make sure that you always draw attention to the meaning when apostrophes crop up in reading, and ask students to explain the meaning of the apostrophes, or other punctuation marks in their own writing.

Handwriting

IT'S worth spending time to help students develop a fluent handwriting style because:

- it looks more adult
- it adds status to the writing
- it helps to improve spelling
- it's quicker than printing, so
- writing becomes less of a chore

If students are printing, first of all make sure that they know the most convenient way to form their letters. This is important if letters are to be easily joined up. Work on groups of letters with similar patterns.



Next, introduce joins based on letters in the students' names. ▶

James Sally Peter Rouchan Williams Patel

When students have practised writing a fluent signature they can pick out common letter strings from their names and practise writing words with those letter patterns. Gradually common letter patterns will be built up. ▶

games call touch meter ate ill
same tall pouch later late till

Show examples of different writing styles so that students can select a style to work towards. This is also useful for students whose handwriting consists of a mixture of styles. Published handwriting books may be helpful here. Handwriting patterns can give useful practise to students who are tense and gripping the pen too tightly. Work on common letter strings taken from the student's writing so that the practice does not appear childish.

Help students to help themselves

ENCOURAGE students to identify exactly what they like and dislike about their handwriting. This checklist from 'Here's Handwriting' (see 'Resources') will help writers think about what needs improvement. ▶

What needs working on?

- Neatness ☐
- Legibility ☐
- Letter sizes ☐
- Space between letters ☐
- Space between words ☐
- Space between lines ☐
- Letter position on the line ☐
- Letter formation ☐
- Flow and slant: do they stay the same? ☐
- Joins between letters, and speeding up ☐
- Layout ☐
- Turning letters round; remembering to check ☐
- Bold strokes ☐
- Individual style, maturity ☐
- Capitals ☐
- Punctuation ☐
- Size of writing ☐
- Regular practice ☐
- Other things? ☐
- — ☐
- — ☐

Try looking at your writing upside down. You will then see the word and line shapes and spaces rather than the words themselves and you may be able to spot the things you want to change.

Think about the writing environment. Are students comfortable? Is the light good? Are chairs and tables of a suitable height? Is the paper at a convenient angle – for left as well as right handers?

Provide a selection of pens and papers so that students can try them out and see how they affect their handwriting.

Discuss when good handwriting matters.

Note

Prepare students for the likelihood that their handwriting will look worse before it looks better. It takes time and practice to develop a fluent style.

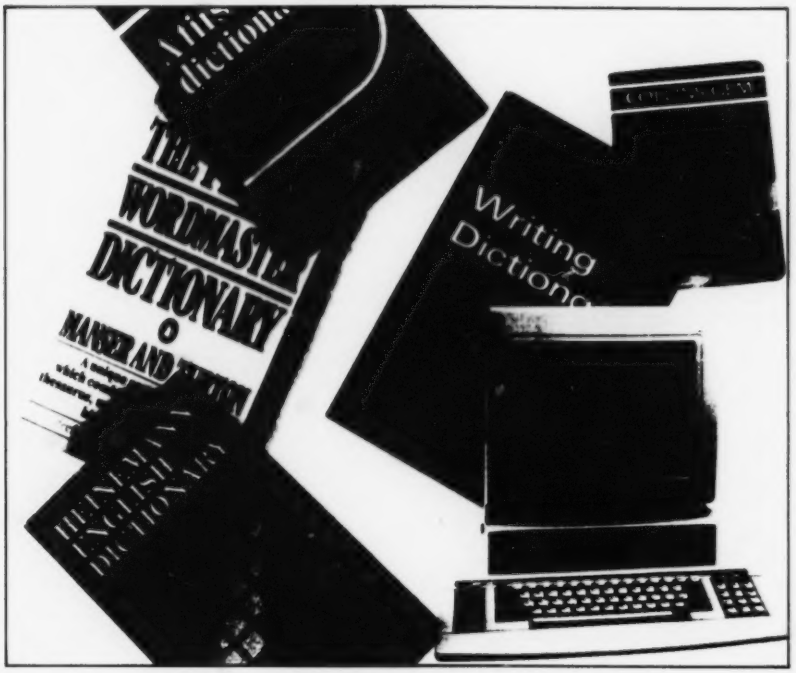
MOST people have problems with spelling. Even the most experienced writers use a dictionary or ask for help when they are writing something where it's important to be correct. *Your* student needs a good dictionary.

Some people have secretaries to do their writing and secretaries use 'spell-check' on their word processors to help them. *Your* student could learn to use a wordprocessor.

But most of the time people have to manage without help and they may be so embarrassed at the thought of making mistakes that they avoid writing altogether. This is the biggest problem for a bad speller because TO LEARN TO SPELL YOU MUST WRITE.

Spelling is a skill you learn by *Writing* words and SEEING them. Hearing the sounds is not as useful as you might think. It's most useful at the beginnings and ends of words but in between there are so many different ways of writing the same sound that *people who rely on sounds often make the worst mistakes.*

The most important thing to remember about spelling is that it's a skill you learn by writing. If you don't use the skill it won't improve.



Spelling – Do's and Don'ts for Students and Tutors

Students

DO write as often as you can.

DO use the words you like even if you're not sure of the spelling.

DO try to find your own errors.

DO make a note of the part of the word you had problems with.

DO make a correct copy of the words you need to learn.

DO practise the words you want to use and test yourself regularly

DON'T learn words you'll never use. Concentrate on those you need.

DON'T try to learn too many words at once. Pick the most important.

DON'T *rely* on the sound of a word for its spelling. Think about it in as many ways as you can – look, sound, feel and any tricks (mnemonics) you can think of to jog your memory.

Tutors

DO plan writing activities.

DO discuss the content of a student's work before marking the spelling.

DO encourage students to proof read their work before showing you.

DO analyse mistakes for *types* of errors.

DO teach your students strategies for learning to spell.

DO present words for learning in groups which have the same letter pattern or which follow a rule.

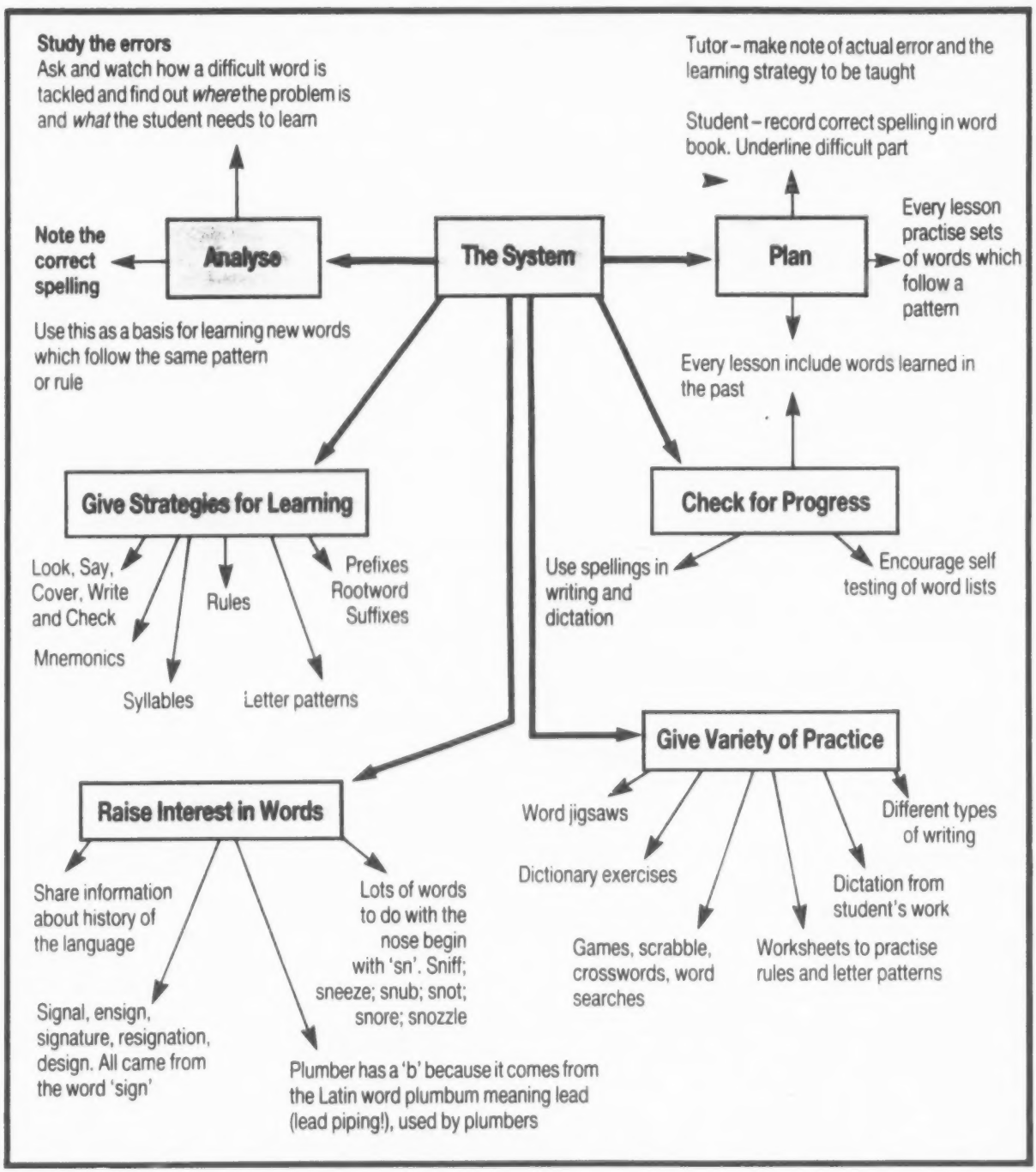
DON'T give students published lists of words to learn. Choose words from their writing.

DON'T *say* the letters when asked for a spelling – *write the word.*

DON'T reinforce the attitude that English spelling is illogical. Be logical and structured in your teaching approach and the student will learn to make essential generalisations about spellings.

A System for Teaching Spelling

STUDENTS get frustrated because they feel that English spelling is illogical. It's true that there are odd features in the vocabulary. That's because it includes words from many languages. But there are also patterns and rules and reasons why some words are spelled as they are. It's the tutor's job to encourage students to take an interest in words and discover the logic in the spelling system. You need a systematic approach and some background knowledge about the language. *See 'Resources'* for useful background reading about English spelling.


Study the errors
Ask and watch how a difficult word is tackled and find out *where* the problem is and *what* the student needs to learn
Tutor – make note of actual error and the learning strategy to be taught
Student – record correct spelling in word book. Underline difficult part
Note the correct spelling
Analyse
The System
Plan
Every lesson practise sets of words which follow a pattern
Use this as a basis for learning new words which follow the same pattern or rule
Every lesson include words learned in the past
Give Strategies for Learning
Look, Say, Cover, Write and Check
Rules
Prefixes Rootword Suffixes
Mnemonics
Syllables
Letter patterns
Check for Progress
Use spellings in writing and dictation
Encourage self testing of word lists
Give Variety of Practice
Word jigsaws
Different types of writing
Dictionary exercises
Dictation from student's work
Games, scrabble, crosswords, word searches
Worksheets to practise rules and letter patterns
Raise Interest in Words
Share information about history of the language
Lots of words to do with the nose begin with 'sn'. Sniff; sneeze; snub; snot; snore; snozzle
Signal, ensign, signature, resignation, design. All came from the word 'sign'
Plumber has a 'b' because it comes from the Latin word plumbum meaning lead (lead piping!), used by plumbers

Starting Point – Analysing

TO decide where to start you need to know which words the student wants to use and what *type* of mistakes are made. You can find the answers by analysing the student's writing.

This is how June and her tutor Harry worked on a letter she had written in response to a job advertisement in her local paper. This is June's first draft. She wants to rework it to make it sound 'better' and she's going to do some work on layout of letters. But first she wanted to look at the spelling.

What did they do?

1. Proof Read

June read the letter and spotted that she had left the r off 'your'. She corrected 'any' and said she always started 'any' with an e but usually noticed later that it looked wrong.

2. Identified the Problems

June pointed out the words she felt were wrong and showed Harry her rough 'tries'. This showed how she was tackling words and where her difficulty might be. Harry pointed out the other mistakes and recorded all errors for future work.

3. Decide What to Learn

Together they chose the words that seemed most useful to learn, or those which could be used to teach a strategy for remembering a spelling.

June's List

June wanted to work on the words she had attempted several times when writing. She copied them correctly into her word book and underlined the danger spots.

people hoping

future qualification

Harry's List

Harry picked 'Crescent' because he felt June should get her address right. He also chose the multi-syllable words because they showed June's good vocabulary and could be used to teach breaking up into syllables.

17 Oaks Cresent
West Sandmill
Chesterford

Dear Sir.

I saw you advert in the paper for a care assistent in Brodlegh Old Poepels Home. I use to work in Sandmill House so I have got exprense of working with old poepel. In the futcher I am hopping to get a qualicating because I am intrested in this sort of work. I will be greatfull if you can send me eny infermating

Youre sinserly

Mrs J. Percy.

Harry kept a record of all errors and the strategies June needs to learn. This record is used to plan work for the future and to record practise sessions and correct usage (see page 4). As new words are included a pattern of errors may emerge showing the sort of help June needs.

Record Sheet

This sheet is kept by the tutor. The student keeps a list of the *correct* spelling of words which need to be learned.

Date	*Spellings Needed*	*Learning Methods Needed*	*Checked*	*Used Correctly*
3/4/91	poepel (people)	Look. Say. Cover. Write. Check; Practise in handwriting; Look for the word in the advert	Self test 4/4	Dictation 10/4
	hopping (hoping)	Learn rule about dropping the e before a vowel suffix. (See Spell Well 12)	Homework 6/4	Exercise 10/4
	futcher (future)	Learn whole word by L.S.C.W.Ch. Also make a list of other *–ture* words (Picture, etc)		
	Cresent (Crescent)	L.S.C.W.Ch. Also dictionary work on other *–sc–* words.		
	Brodlegh (Broadleigh)	Look for name in advert. Later do *–oa–* words. (Road, Broad); *–eigh–* words (weigh, height, eight).		
	assistent (assistant)	Look for job title in advert. Later do words ending in *–ant.* (Don't do *–ent* and *–ant* words together).		
	qualicating (qualification) exprense (experience) intrested (interested) sinserly (sincerely)	Needs to practise breaking word into syllables. Use Word Jigsaws. (See Spell Well 7)		
	greatfull (grateful)	Mnemonic. He *ate* his d*ate* gr*ate*fully. *–ful,* learn ending in list, wonder + wonderful; power + ful; help + ful; success + ful. Later introduce beauty – beautiful; plenty – plentiful.		
	infermating (information)	Mnemonic. "Put in*form*ation on a *form.* Also learn *–tion* ending together with *qualification.* (Don't learn *tion/sion endings at same time.)*		

Students should never be asked to copy the incorrect spelling or to do exercises which involve choosing the correct spelling from a group of wrongly spelled words. Students should concentrate on words which are correctly spelled so that the visual image of the correct spelling is reinforced.

Strategies for Remembering Spellings

LOOK — SAY — COVER — WRITE — AND CHECK.

This method trains you to picture whole words and write them fluently. Use it each time you put a word into your spelling book.

Example: Crescent ✓

N.B. MAKE SURE IT'S SPELLED CORRECTLY BEFORE YOU START LEARNING IT!

1. *Write* the word clearly. Crescent
2. *Look* at it carefully. Don't just glance. *Study* it. Crescent
3. *Say it.* There are two syllables. Cre/scent

   Notice the separate parts in the right order as you say it.
4. Try to get a *picture* of the whole word in your mind. Crescent
5. *Cover* the word you have learned.
6. *Write* the word in one go without looking back at the original.
   DON'T LOOK BACK TO CHECK LETTER BY LETTER. If you get stuck, cross it out. Look back at the original and try again.
7. When you've finished, and not before, look back at the original and *check* if you're right. Crescent ✓
8. When you've 'got' a word – PRACTISE IT!
9. Write the word where you can find it again. Keep using the word in your writing.

Test yourself regularly and keep a record.

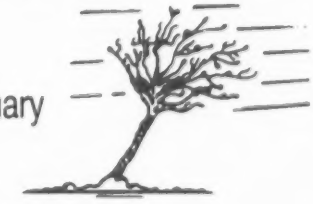
Word	*Tested after learnt*	*Tested end of lesson*	*Tested next day*	*Week later*	*2 weeks*	*3 weeks*
Crescent	Crescent ✓	Crescent ✓	~~Cresse~~ Crescent			

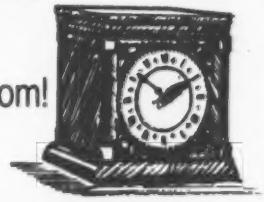
When you are revising a word you learned some time ago, look at the correct spelling before testing yourself. This will refresh your visual memory and increase your chances of getting it right first time. This is better than practising the wrong spelling over and over.

Strategies for Remembering Spellings – Mnemonics

MNEMONICS are memory tricks to to help you 'fix' a difficult spelling in your mind. Other peoples mnemonics may be useful, but if you invent your own they are sure to stick – the effort of making up the mnemonic makes the spelling memorable.

Here are some ideas

- a piece of pie
- You hear with your ear and you learn
- Pull apart to separate
- Accommodation has 2 cots and 2 mattresses
- You add your address
- br! It's February 
- See the lie in believe
- Four, fourteen, but u can't be forty!

- look eye
- The inheritance is theirs because they are the heirs
- It's their heirloom! 
- The penguin ruined his suit with fruit juice
- Your secretary will keep your secret!

- It's necessary to have 1 collar and 2 socks
- Who ate the L in grateful?
- Write definite
- definite has two i's in it

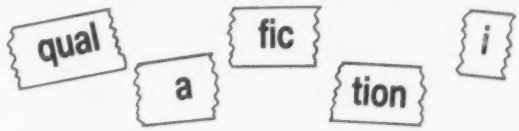
Breaking Words into Syllables

WHEN you can break a word down into bits which can be spoken separately, each bit is called a syllable.

Ches/ter/ford (3 syllables); ass/ist/ant (3 syllables); grate/ful (2 syllables); in/form/a/tion (4 syllables).

When you break a long word into syllables you can tackle one small part at a time, and if you make a mistake you can easily see which part of the word you need to work on.

- Say **'qualification'** aloud. Listen to the way it breaks into syllables. **qual/i/fic/a/tion** (5 syllables).
- Write the word clearly. Say it again slowly and decide where each syllable ends. Draw a line between each syllable. You now have 5 small bits to work on.
- To make sure of the word, cut it up into syllables. Do this with several of the long words you are learning and make a *syllable jigsaw*.



Say these words then break them into syllables. Say each syllable as you write it. Notice how the same syllables often pop up. Add your own long words to this list.

WORD		SYLLABLES	YOU WRITE
decoration	(4 syllables)	dec/or/a/tion	
examination	(5 syllables)	ex/am/in/a/tion	
deterioration	(6 syllables)	de/te/ri/or/a/tion	
appartment	(3 syllables)	ap/part/ment	
compartment	(3 syllables)	com/part/ment	
application	(4 syllables)	ap/plic/a/tion	
explanation	(4 syllables)	ex/plan/a/tion	
future	(2 syllables)	fu/ture	
adventure	(3 syllables)	ad/ven/ture	
immediately	(5 syllables)	im/me/di/ate/ly	
faithfully	(3 syllables)	faith/ful/ly	
.....	( )		
.....	( )		
.....	( )		
.....	( )		

Make up short passages using the words you are learning and ask someone to dictate them to you for practice.

For example, "If I had enough experience in writing applications I might get employment in the future."

Working on Letter Patterns

THERE are some strings of letters which occur very often. Good spellers are able to remember these easily and can visualise the letter patterns in words. You can help your students develop the ability to recognize letter patterns by presenting words in groups containing the same patterns.

It doesn't matter if the pattern makes different sounds in different words. Students should get used to this and should not be led to expect that letters always make the same sound. The purpose of this exercise is to develop the visual memory for what looks right.

–eigh–

eight; height; weight; freight; neighbour; weigh; sleigh.

Make quizzes and puzzles to practise groups of words containing the same letter pattern.

Choose a word your student writes confidently and build up a list containing the same letter pattern. Practise in writing.

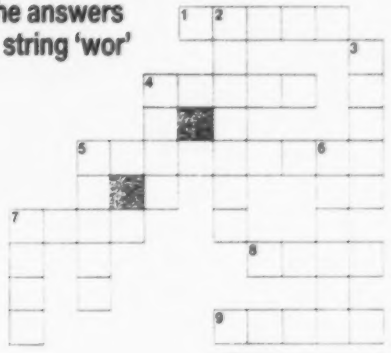
Wordsearch – find the 'ough' words

Across: plough, cough, doughnut, bought, though, through, enough.

Down: tough, dough, plough, Loughton, trough, rough, nought, thought, although.

T	A	O	B	T	N	M	U	C
O	T	V	P	R	O	X	T	Y
U	V	P	L	O	U	G	H	A
G	C	C	O	U	G	H	O	L
H	D	O	U	G	H	N	U	T
B	O	U	G	H	T	M	G	H
X	U	T	H	O	U	G	H	O
Z	G	Y	T	G	Y	T	T	U
T	H	R	O	U	G	H	X	G
V	X	E	N	O	U	G	H	H

Crossword – all the answers contain the letter string 'wor'



Across:

1. Past tense of swear
4. West Germany won the _____ Cup in 1990
5. Of no value
7. One of many in a dictionary
8. Shoes are _____ on the feet
9. Good, better, best: Bad, worse, _____

Down:

2. To adore
3. Bad, _____, worst
4. A woman's _____ is never done
5. To be anxious
6. Sharp weapons
7. A slimey creature

Wordcolumn

All the words contain the –ui– pattern

g u i d e s	Boy scouts and Girl------
– u i – – –	The opposite of innocent
– u i – –	Squeeze an orange and you get this
– – – –	An ancient crumbling building
– – – –	A man's jacket and trousers
– – – – –	A settee and two chairs is a 3-piece –
– – – – – –	A coin worth £1.10p in olden times
– – – – – – –	He puts up houses.
– – – – –	Apple, pear, orange, grape
– – – – – – –	A bird or a biscuit?

Something about spelling rules

HOW many rules do you know? Probably 'I before E except after C' – and that's only half the rule! Rules are complicated to explain and there are usually exceptions.

Even good spellers, who must be following the rules, are doing it without realizing. By doing lots of writing they get the 'feel' of how words behave, and begin to 'know' when spellings are wrong.

The best way to help students is to prepare exercises using groups of words which follow a particular rule. In this way they will begin to generalize about how these words behave. They will be applying the rule even if they can't put into words.

As far as possible, choose words from the student's own written and spoken vocabulary to illustrate a rule.

Remember that spellings are learned by *writing* not by quoting rules or repeating letters aloud.

Here are a few of the more common rules. Add more words and use exercises, word games, list writing, dictation, etc. for practice. ►

The I/E – E/I Rule

Where these letters make an 'E' sound

I before E → except after C

field	piece	receive
shield	niece	deceive
believe	brief	receipt
relieve	thief	conceit
achieve	relief	ceiling

Exceptions – seize; weird; protein; Sheila; Neil; Keith

Where the letters make an 'A' or 'I' sound

always E before I

'A'	'I'
eight	neither
neighbour	either
weight	height
vein	sleight

Other 'EI' words are foreign; leisure; forfeit

The Plural of words ending in Y Rule

If the singular word has a vowel before the Y – just add S

boy – boys	delay – delays	convoy – convoys
guy – guys	donkey – donkeys	money – moneys

If the singular word has a consonant before the Y – change the 'y' into 'i' and add 'es'.

lady – ladies	company – companies	fly – flies
baby – babies	family – families	gypsy – gypsies

- When you add – full to a word – use one 'l'.
  help – helpful; use – useful; sin – sinful.
- If the word ends in 'y' change this to 'i' before adding -ful:
  beauty – beautiful; plenty – plentiful; fancy – fanciful
- If the word ends in 'll', drop one 'l' before adding – ful
  skill – skilful; will – wilful.

NO English words end in 'V' or 'U'. There's always an 'E' on the end. – give; have; love; eve; twelve; glue; rescue; blue; true.
NO English words end in 'J'. The sound is made by -dge or -ge. – bridge; badge; hedge; marriage; bandage; age.

Sorting out homophones

HOMOPHONES are words which sound alike.

There, their, they're; to, too, two; where, wear; hear, here; right, write.

There are many examples in English.

When teaching students to distinguish between homophones, there are 3 things to remember.

1. Never teach the confused words together. Master one before dealing with the other.

2. Use a method which ignores the sound and draws attention to the meaning of the word, so that when the student is writing, he or she automatically writes the pattern of letters which gives the correct *meaning*, not only a familiar sound.

3. Don't draw attention to homophones which are *not* confused by the student.

Example of teaching method for homophones: there; their; they're.

Start with the form the student uses most often. Introduce others much later.

THERE: Teach this (i) as a word to do with 'place' (ii) In familiar phrases – there is; there are; there were.

(i) Learn *there* with other place words with the same letter pattern

"*Where* is it? *Here, there,* and every*where*".

"*Here* abouts, *there* abouts, some *where,* no *where.*"

Write these words in lists and sentences

(ii) Write 'there' in the gap and complete the sentence.

Tonight there is a meeting at .....

Tomorrrow ———— will be .....

Yesterday ———— was a .....

Last week ———— were lots of .....

THEIR: Teach this as a possessive word. It means 'belonging to them'. It is the plural of his, her, its.

Put these sentences into the plural.

e.g. The *fan* yelled at the top of *his* voice.

The *fans* yelled at the top of *their* voices.

The *child* played with *her toy.*

The children .....

Has the *car* had *its* MOT?

Have the cars .....

THEY'RE: This always means 'they are'. Teach students to check their work by substituting 'they are'. Teach they're together with you're and we're.

Substitute they're, you're, we're in this passage.

"*We are* going to Wembley to see Torville & Dean. *They are* doing a charity show and it's free if *you are* over 60. *You are* welcome to join us if *you are* home in time. *We are* meeting the Smiths there and *they are* looking forward to seeing you again."

Building words with prefixes and suffixes

YOU can dramatically increase your knowledge of words and spellings if you are aware that longer words are often made up of a 'root' word plus 'bits'. (Prefixes and Suffixes) added to the beginning and/or end.

Root word – 'present'

The 'present' family of words includes:

present - ly
re - present - ing
mis - re - present - ed
present - ation
un - present - able

Unfortunately, the end of some root words changes when you add a suffix, particularly a suffix which starts with a vowel.

enrol + ed – enrolled

hurry + ed – hurried

sin + er – sinner

To help a student develop a logical approach to building words, the tutor must:

- know the prefixes and suffixes in common use. Make a list
- know the groups of words whose last letter changes when a vowel suffix is added
- collect words from the student's work to demonstrate changes
- encourage students to pick out the roots of the words they regularly use and build up families from these.

PREFIXES – These go before a root word.

Using Prefixes is an easy way to build up new words.

Note – if the last letter of the prefix is the same at the first letter of the root word, there will be a double letter.

un + necessary = unnecessary; un + do = undo

Add dis; un; in; im; il; ir; re; mis to the following words, where possible. Add your own words to the list.

satisfied ..... legal .....

natural ..... regular .....

different ..... move .....

moral ..... take .....

Use the new words in sentences.

SUFFIXES – These go after a root word.

Using suffixes. You need to know if the suffix begins with a vowel or a consonant. It's the vowel suffix which causes most changes.

1. Suffixes beginning with a consonant – do not change the base word unless it ends with a *consonant + y* in which case change the 'y' to 'i' and then add the suffix.

use(less); manage(ment); rare(ly); – no change

but lonely + ness = loneliness; beauty + ful = beautiful

Make a list of root words to take the following consonant suffixes – ment; ful; less; ness; ly.

Remember to include some root words which end in consonant + y.

punish ..... plenty .....

harm ..... empty .....

quiet ..... lovely .....

....

....

....

Suffixes beginning with a vowel (a e i o u).

Summary of rules. **Add a vowel suffix to each word below. Include other words of your own.**

- Words ending in silent 'e' – drop the 'e' before vowel suffix.

  adore – adorable

  *Exceptions – words ending in 'ce' or 'ge' keep 'e' before 'ous', 'able'.

  courageous; noticeable.

▶ believe (ed, er, ing, able) — care (ed, er, ing)
converse (ed, ing, ation) — love (er, ed, ing, able)
use (er, ed, ing, able) — *service (ed, ing, able)
*manage (er, ed, ing, able) — *change (ed, ing, able)

- Words ending in consonant + 'y'

  Change 'y to i' before all vowel suffixes

  *except 'ing'

  deny – denied, denial but denying.

▶ carry (er, ed, age, *ing) — bury (ed, al, *ing, es)
try (ed, *ing, es) — envy (ed, *ing, able, es)
marry (ed, es, age, *ing) — supply (er, ed, es, *ing)
busy (er, est) — ally (ed, es)

- Words of 1 syllable ending in 1 vowel + 1 consonant

  Double the last letter before vowel suffix

  shop – shopped; shopper.

▶ run (er, ing, y) — pot (ed, er, ing, ery)
plan (er, ed, ing) — slip (ed, er, ing, ery)
beg (ar, ing, ed) — fat (er, en, est, y)
snob (ish, ery) — skin (er, ed, ing, y)

- Words of more than one syllable ending in 1 vowel + 1 consonant.

  If the stress (emphasis) is on the last syllable of the root word – double the last letter

  reg*ret* – reg*ret* table.

  If the stress is *not* on the last syllable of the root word – no change.

  *tar*get – *tar*geted

▶ forget (able, ing) — forbid (en, ing, able)
occur (ence, ed) — equip (ed, ing)
begin (er, ing) — commit (ed, ee, ing)
prefer (ed, ing) — refer (ed, ing)
but *pre*ference (stress moves) — *ref*erence (stress moves)
▶ limit (ed, ing, ation) — market (ed, ing, able)
budget (ed, ing, ary) — focus (ed, ing)

- Words of more than 1 syllable ending in 1 vowel + 'L' Always double the 'L' before a vowel suffix.
- *except before –ity and –ise.

▶ travel (er, ed, ing) — equal (y, ed, *ise, *ity)
enrol (ed, ing) — cancel (ed, ing, ation)
▶ real (y *ity *ise) — quarrel (ed, ing)

Warning: Encourage students to think logically about the structure of words *but* do not overload with confusing information. Introduce one rule at a time and give plenty of practice at breaking down and building up words familiar to the student.

Using a Dictionary

- If you are buying a dictionary, choose carefully. There are many different sorts. Have a good look at them and find one which suits you. Tutors should have available a range of dictionaries of varying complexity and size. ▶

- Take time to get to know your dictionary.

  Find the page which explains the meaning of any abbreviations which might be used. Look up some words that you already know well, to make sure you understand the system. ▶

- When you look up a word in the dictionary, look at some of the other words given with it, then look at some of the words listed nearby which may have similar beginnings:

  e.g. special – specially ▶
  specialist
  speciality
  specialize etc

- When you find the word, check the meaning to make sure you have the right one:

  e.g. write (with a pen)
  or right (not left)

BEST COPY AVAILABLE

If you want to find a word in the dictionary, you need to have some idea of how it starts. Sometimes you can guess by thinking of a word you know which has a related meaning.

e.g. citizen begins like city

Otherwise, you have to guess by the 'sound' of the word, but sometimes there can be several ways of spelling the same initial sound.

Here are some of the most common alternatives:

Sounds like . . .	*could also be . . .*	*and others*
f as in **fix**	**ph** as in **photo, phone**	.....
		.....
j as in **jam**	**g** as in **gin, gem**	.....
		.....
k as in **key**	**c** as in **come, car**	.....
		.....
	ch as in **chemist**	.....
		.....
	qu as in **quick**	.....
		.....
n as in **new**	**gn** as in **gnat**	.....
		.....
	kn as in **know**	.....
		.....
	pn as in **pneumonia**	.....
		.....
r as in **read**	**wr** as in **write**	.....
		.....
s as in **silent**	**c** as in **cycle, city, cell**	.....
		.....
	ps as in **psychology**	.....
		.....
	sc as in **science**	.....

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SPOKEN language is the most important means of communication. Through talking and listening we share ideas, information and feelings. It's often the easiest way to get what we want or find out what we need to know, yet we don't always make the best of our skills. People who lack confidence in reading and writing need to use their listening and talking skills as effectively as they can.

Use this questionnaire to get a conversation going. ▶

How good a Talker and Listener are you?

This is a questionnaire for students **and** tutors. Discuss how each of you could be more effective in these situations. There's no score and no right or wrong answers. The questions should make you think about how you communicate and if you could improve the way you do some things.

TALKING – How confident are you?

	Very	*Fairly*	*Not Very*
Making a phone call	☐	☐	☐
Leaving a message on an ansaphone	☐	☐	☐
Making a 999 call	☐	☐	☐
Starting a conversation	☐	☐	☐
Speaking out in a group	☐	☐	☐
Being assertive without being aggressive	☐	☐	☐
Having an interview	☐	☐	☐
Dealing with the public	☐	☐	☐
Saying what work should be done in class	☐	☐	☐
Complaining successfully	☐	☐	☐
Giving orders – nicely	☐	☐	☐
Telling a joke	☐	☐	☐

LISTENING – How often do you do this?

	Always	*Some-times*	*Never*
Let your attention wander when someone's talking to you	☐	☐	☐
Accept other points of view without arguing	☐	☐	☐
Interrupt others	☐	☐	☐
Finish other people's sentences	☐	☐	☐
Ask questions to clarify what the other person means	☐	☐	☐
Look at the talker to show you are listening	☐	☐	☐
Keep quiet even though you have an opinion	☐	☐	☐
Make sure other people get a turn at talking	☐	☐	☐
Ask someone who is giving you instructions to repeat them	☐	☐	☐
Talk too much	☐	☐	☐

The questionnaire should help you draw up a plan for the future – *for example* ▶

What do you need to improve?	*Activities to tackle the problem*
1. Replying to an ansaphone	• Collect a list of ansaphone numbers from other people and from adverts which offer 24 hour telephone service. • Plan an appropriate response e.g. *"Sorry, I seem to have dialled the wrong number."* or *"Will you please send 'such and such' to 'your name and address'. Thank you". etc* • Make the call.
2. Stopping your attention wandering	• Work with a partner. Take it in turns to be talker and listener. • The talker speaks for a minute or so about something personal while the listener, in a subtle way, lets his/her attention wander. Afterwards talk about: – what are the signs that the listener has lost interest? – what does the talker feel like? These are the things to remember when someone is talking to you.
3. Complaining successfully	Make your own list of things you could do to practise this • ..... • ..... • ..... • ..... • ..... • ..... • ..... • .....

Practising Talking and Listening

TALKING in class is a natural way of breaking the ice and making a relationship with your students. Good relations develop where people take it in turns to be good listeners and good talkers.

Conversation helps make a pleasant atmosphere where students relax and feel confident about learning new skills. But to help students improve their full range of communication skills you must do more than chat. Set tasks which involve purposeful talking and listening. ▶

Good talkers

Can explain clearly what they want the other person to know, or can ask the right questions to get the information they need.

Good listeners

Pay attention and think about what is being said so that they understand what the speaker wants and feels, and can get the information they need.

Leaving and Taking Messages

Two or three people record a variety of messages on tape, practise listening to each other and then pass the message on to someone else.

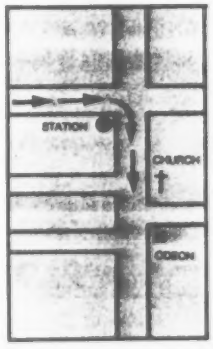
"Hello! This is Shaw's the Dentists. Please let Mr. Ben Carr know that his appointment for Monday June 4th is cancelled because Mrs Shaw is ill. Will Mr Carr please ring 0368 44735 to make a new appointment."

Check that the message has been understood and passed on correctly.

Giving and Following Instructions

Work with a partner and sit back to back. Each one has a copy of a street map. One person describes a route for the other to follow. If the instructions are clearly given and carefully followed you should both end up at the same place.

"At the station turn right. Go past the church on your left. You should now be at the Odeon Cinema."



Coble Carriers
Coble Carriers Express Couriers requires Company Van Drivers, for its Contract Division.
The successful applicants will be:
Over 25
Have a clean licence
Be of very smart appearance
Fit and healthy
Able to work in a team
A good knowledge of London and the home counties is essential
40 hours basic, overtime available.
Please ring Mr Wise on (0793) 841048

Interviewing and Being Interviewed

From a local paper choose an advert for a job which interests you. Discuss the job and think about the following:

1. What do you think the job involves?
2. What experience do you have which fits it?
3. If you were the employer what sort of a person would you be looking for?

When you're ready, act out the interview with a partner taking turns at being the employer and the applicant. Each person must listen carefully and respond sensibly. Afterwards discuss how you could improve your performances.

More Practice in Talking and Listening

SOMETIMES we don't know what we think until we've put it into words. Planned language activities will encourage students to try out a range of ideas and vocabulary they might not normally use and this builds confidence to speak up in other situations. ►

Debate

- Choose a lively topic e.g. *'Should nurses have the right to strike?'*
- Divide up into 'for' and 'against' groups and *separately* discuss the topic.
- Someone in each group must list the points made.
- Each person can choose a point to speak about to the whole class but not until the group has discussed the point, and the speaker has had help deciding what should be said.
- When the class comes together choose a neutral chairperson to take points in turn, encourage other responses and decide who's won.

Role Play

Work with a partner to act out a difficult situation.

- Deal with a customer complaining about a pair of shoes broken after one wearing.
- Somebody has responded to your ad for your old car. Persuade them it's a good buy.
- Explain on the telephone, to a prospective house buyer, how to get to your house from the estate agents.

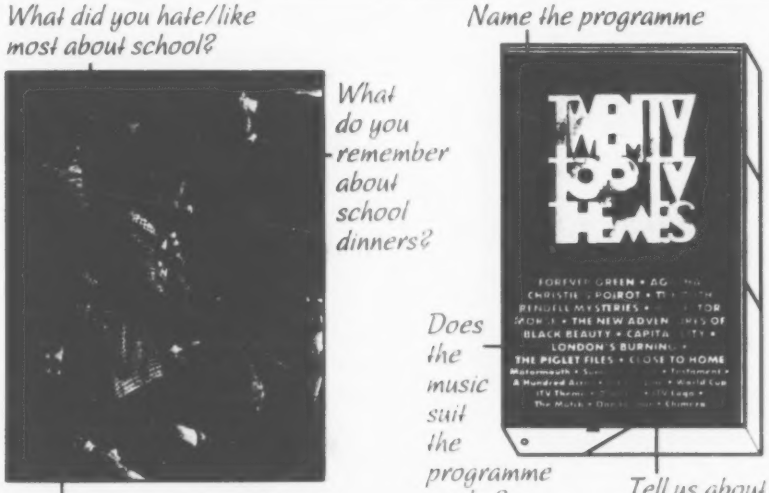
Before starting, list the points you need to make. Ask someone to observe and give you feedback on how to do better.

Stimulated Discussion

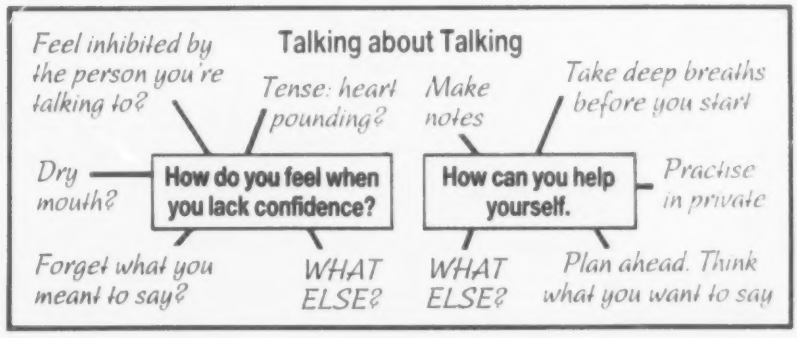
It's much easier to talk if there's a starting point to discuss. Newspaper reports, pictures and letters may trigger strong views.

Music, stories, poems and snapshots may evoke memories. Discussion of popular TV shows will tap a fund of knowledge which everyone can share.

If you're working in a group get everybody to bring one item to discuss plus three or four questions to start people talking.


What did you hate/like most about school?
What do you remember about school dinners?
Name the programme
Does the music suit the programme – why?
Tell us about a character
Tell us about your best friend

SPEAKING, Listening, Reading, Writing, are all language skills. As we improve one skill it has a good effect on the others. Speaking is the hardest to practise because it's 'public' and lack of self confidence holds us back. It's helpful to talk about this constructively and share ideas for coping. ►


Talking about Talking
How do you feel when you lack confidence?
Feel inhibited by the person you're talking to?
Tense: heart pounding?
Dry mouth?
Forget what you meant to say?
WHAT ELSE?
How can you help yourself.
Make notes
Take deep breaths before you start
Practise in private
Plan ahead. Think what you want to say
WHAT ELSE?

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BASIC Education should be a starting point which leads to new challenges and opportunities. From the early stages students should be encouraged to think about what their improved basic skills and increased confidence could lead to. The tutor needs to be aware of the range of options available and should encourage students to plan for the future.

New styles of learning

Students who have been in one group or with one tutor for a long time may find a new approach more stimulating. Many schemes offer a variety of styles of provision. Find out about open learning centres; short courses on specific topics, e.g. form filling or spelling; writers' workshops; 'bridging' courses to help students progress to further education.

Accreditation

As confidence grows, many students find the challenge of working towards a certificate motivating. ALBSU has developed two new basic skills certificates for adults; they are called Wordpower and Numberpower (see Resources). Also some examination boards (e.g. City and Guilds, RSA, AEB) offer certificates in basic English, communication skills, numeracy and arithmetic.

Other educational activities

Many adult education courses require little reading and writing. Non-examination courses in art, crafts, cookery, etc., concentrate on practical skills, and local history and music appreciation involve more talking than writing. Many further education colleges are now actively seeking adult students and are offering 'access' and 'women returners' courses. In some cases basic skills support is available as part of the service to adults. Links with tutors of other subjects will build up a network of staff who are sensitive to the needs of adults with basic skills difficulties and will help open up routes for progression.

Training for employment

Tutors should be aware of employment training programmes and of the parts played by the Training and Enterprise Councils (TECs), Training Managers, Job Centres, Adult Careers Guidance Services, etc. Students may need basic skills support to enable them to take advantage of training opportunities and it is important that basic education providers are recognised as part of the network of support for people seeking employment.

New jobs and promotion

Students whose aim is to look for work or seek promotion need lesson plans which work constructively towards this. Job search skills, job analysis, application and interview techniques, and the basic skills which underpin these, should be an essential part of the work programme.

Community and leisure activities

Not all students will be looking towards further education, training or work but will nevertheless be able to demonstrate improved basic skills in their everyday lives. Parents' groups, tenants' association, carnival committees, voluntary organisations, etc., are always looking for enthusiastic hard workers. Libraries, swimming pools, local theatres are all public buildings which may need some confidence to enter. Students should be helped to consider new areas and think about how they may become involved in something which interests them.

Remember: students who have moved on can still get basic skills support when they need it.

MAKE progression a part of the work programme by including activities and exercises which encourage students to plan for the future.

Where are you going from here?

To find out what the possibilities are:	*Done*	*Future Action*
• look at the ideas over the page	☐	
• ask your tutor about things which may interest you	☐	
• look at publicity leaflets for colleges and adult centres	☐	
• make an appointment with the ABE organiser for advice about your future	☐	
• contact other students who have moved on	☐	
• arrange visits to other classes, for example, exam courses, or ask the tutors to come and speak to your group	☐	
• form a discussion group to swop ideas for the future	☐	
• collect information on local jobs	☐	
• ask about local training opportunities	☐	

You may not feel ready for a change yet but you should prepare for a change in the future.

Set a goal and list the things you could do to help you achieve it. For example:

Aim – To apply for a job as a Care Assistant.

To achieve this I will:

- contact Social Services and local Homes to find out about the work and how to apply
- make a list of questions to ask
- check if there's a written job description
- list my experience and skills and match them to the job
- practise interviews in class
- draw up a CV and get it typed
- practise writing job application letters
- list the reading and writing involved in the new job
- get hold of any essential forms or other paper work
- include something for the new job in each lesson
- keep good examples of writing – for reference
- make a list of spellings which regularly crop up
- keep a record of any essential information e.g. names, addresses and telephone numbers.

Aim: .....

.....

To achieve this I will:

.....

.....

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THIS is not a comprehensive list of resources. It is simply a list of materials and contacts which other tutors have found useful. Your local centre may have more books and equipment and you should contact them.

Your local contact is:

Name: .....

Address: .....

..... Tel: .....

1. Some Publishers Specialising in Basic Skills Materials (write or ring for catalogues)

NB. Early stages reading books are more likely to be available from publishers marked with an asterix (*).

*ALBSU, Kingsbourne House, 229/231 High Holborn, London WC1V 7DA. Tel: 071-405 4017.

*Avanti Books (Agents for ALBSU and many other basic skills publishers). Tel: 0438 350155

BBC Books, BBC Enterprises Ltd., Woodlands, Wood Lane, London W12.

*BEN Books, Coventry Technology College, Butts, Coventry CV1 3GD. Tel: 0203 24859.

Broadcasting Support Services, Room 17, 252 Western Avenue, London W3 6XJ. Tel: 081-992 5522.

*Brown & Brown, Keepers Cottage, Westward, Wigton, Cumbria CA 8NP. Tel: 06973 42915.

*Cave Books, 4a Rectory Grove, Clapham, London SW4. Tel: 071-622 0224.

Centerprise Trust, 136-138 Kingsland High Street, Hackney, London E8 2NS. Tel: 071-254 9632.

COIC, Sales Department, Freepost, Sheffield S1 4BR.

*Gatehouse Project, St. Lukes, Sawley Road, Miles Platting, Manchester M10 8DB. Tel: 061-205 9522.

*Handprint Books, Unit 4, 137 Soho Road, Handsworth, Birmingham B21 9ST.

*Hodder and Stoughton, Mill Road, Dunton Green, Sevenoaks TN13 2YA.

*Leicestershire ABE Service, Room 405, County Hall, Glenfield, Leicestershire LE3 8RF.

National Extension College, 18 Brooklands Avenue, Cambridge CB2 2HN. Tel: 0223 316644.

*Oxford Books Project, Littlemore FE Centre, Sandy Lane West, Oxford OX4 5JY.

*Printed Resource Unit (PRU), 27 Harrogate Road, Leeds LS7 3PD. Tel: 0532 623308.

*Rosa Books, c/o 31 Fulham Palace Road, London W6 8AU. Tel: 081-741 2660.

Scottish ABE Unit, Atholl House, 2 Canning Street, Edinburgh EH3 8EG. Tel: 031-229 2433.

Scottish Community Education Council, List Coates House, 90 Haymarket Terrace, Edinburgh EH12 5LQ. Tel: 031-313 2488.

Training Agency, Moorfoot, Sheffield S1 4PQ.

2. Start Reading

Early readers – some easier to read than others.

A Day in the Life Series, (7 readers one for each day), PRU.

Ben Books, (various easy readers).

Gatehouse, (various easy readers).

Brighton Books, (various easy readers), Macmillan Ed.

Rosa Books Series, (various easy readers).

'Openers' series, (leisure interests), Cambridge Educational.

'Read your way to . . .', (DIY/cookery, illustrated), Cassell.

Basic Skills Work Cards, (gardening, DIY), PRU.

Quiz & Tips series, (DIY/sports/household), Brown & Brown.

Rock Biographies, (pop singers/groups), ALBSSU.

Chillers Series, (stories of suspense), Hodder & Stoughton/ ALBSU.

Hats, ALBSU.

A Kind of Leaving, ALBSU.

I Got It Right, Centerprise.

Giving Up Smoking, Centerprise.

Doing My Flat Up, Centerprise.

About that Saturday Night, Hodder & Stoughton/ALBSU.

The Collection, Hodder & Stoughton/ALBSU.

Skeleton in the Cupboard, ALBSU.

Something EVIL, ALBSU.

3. Be A Better Reader

Suggestions for people wanting to widen and develop their reading.

Dogs & Roses, ALBSU.

Stab in the Heart, ALBSU.

'Spirals' Series, (stories of mystery and suspense), Hutchinson.

'Bullseye' Series, (abridged popular novels, e.g. James Bond titles, James Herriot Vet stores), Hutchinson.

Frankie Mae & Other Stories, Nelson.

Community Writing, Nelson.

Axed behind the Ears, (poetry), Heinemann.

13 Sci-Fi, 13 Wierd Tales, 13 Tales of Crime, 13 Animal Stories, (short stories), Edward Arnold.

Newspaper Books 1-4, Edward Arnold.

Real Life Reading Skills, (using forms, timetables, newspapers).

Magazines, newspapers and journals are excellent sources of interesting articles, e.g.: *Stag,* (a newspaper for adults working on their reading), Nottinghamshire County Council.

Many local basic education schemes produce their own books which are very useful and relevant to this section.

4. Improve Your Writing

These books encourage and develop writing by offering ideas, tips for functional writing, exercises and stimulus for further written work.

Story Plus (Books 1-5), Heinemann.

A Question of Choice, Bell Hyman.

Learning from Experience, Broadcasting Support Services.

Letter Writing, National Extension College.

Send a Friend a Letter, Scottish Community Education Council.

Send a Friend a Card, Scottish Community Education Council.

Write on, ALBSU.

Survival Packs (Correspondence Rules OK & Others), Jonquil.

Opening Times, Gatehouse Project.

Various ALBSU packs, (e.g. Parents & Children, Environment Pack, One World Many Worlds, Health Pack, ideas, worksheets and discussion topics).

Check Books, (Writing, Punctuation & Spelling), Hutchinson.

Guides to Good English, (Writing, Spelling, Punctuation and Study Skills), Longman.

Here's Handwriting, Scottish Community Education Council.

Wordpower Writing, BBC.

Writing Letters, Wendy Moss, published by National Extension College.

ALBSU Writing Project Reports, (accounts of projects to develop students' writing).

5. Spelling

Spelling books offer ways of learning to spell, suggestions for practising spelling and some spelling patterns and rules.

The Spelling Pack, ALBSU.

Helping Adults to Spell, ALBSU.

Spelling It Out, BBC.

Everyday Spelling, Brown & Brown.

Spelling Matters, Edward Arnold.

Self-Access Worksheets, (covers spelling, punctuation and writing), National Extension College.

Longman English Guide to Spelling, Longman.

Unscrambling Spelling, Hodder & Stoughton.

Dictionaries.

A First Dictionary, (with questions and answers), NISBET.

Blacks Writing Dictionary, (a beginner's dictionary), A&C Black.

Collins Paperback Thesaurus, Collins Educational.

Heinemann English Dictionary, Heinemann Educational

Penguin Wordmaster Dictionary, Penguin Group.

6. Listening & Talking

Web of Language, Oxford.

Phoning, ALBSU/MSC.

Talking Matters, Hodder & Stoughton.

Task Listening, Cambridge University Press.

Developing Personal Effectiveness, MSC.

Listening Plus, Edward Arnold.

7. Learning to Learn

Publications to help develop the ability to study more effectively.

Ways of Learning

Your Way into Learning, Multi Media scheme, Portsmouth College of Design and Further Education.

Learning Together – A Study Skills Handbook, WEA Bluecrest Chambers, Liverpool L1 3BX.

Help Yourself to Study (English Guides), Longman.

Language Guidelines, Hodder & Stoughton/ALBSU.

The Effective Learner, Open College.

Computers

Computers in Language and Literacy Work, ALBSU.

Wordprocessing for Literacy Skills, ALBSU.

Background Information and Ideas

Extending Reading Skills, ALBSU.

Introduction to Literacy Teaching, ALBSU.

Teaching in Groups, ALBSU.

Working on Reading, ALBSU/COIC.

Working on Writing, ALBSU/COIC.

Learning from Experience, Broadcasting Support Services.

Reading, Frank Smith, Cambridge Educational

Writing, Frank Smith, Cambridge Educational

Wordpower (ringbinder pack), ALBSU.

Wordpower (book), (an accredited course covering all aspects of communications), BBC.

Literacy & Numeracy materials – A Guide, (a comprehensive guide offering a brief description of the books listed), Training Agency.

It Used To Be Cheating, National Extension College.

ALBSU Newsletter, Published quarterly. Available from your local scheme or ALBSU.

8. Information About Qualifications

Qualifications for staff

1. *Initial Certificate in Teaching Basic Communication Skills. City & Guilds 9282/3* This is a pre-service programme of approximately 30 hours for people who wish to teach or assist in the teaching of literacy or numeracy on a 1:1 basis or in support of a more experienced member of staff. Suitable for staff in adult and further education, in training and in workplaces where basic skills is part or vocational training.

2. *Certificate in Teaching Basic Communication Skills. City & Guilds 9281.* This is a competence based profile scheme rather than a time serving course. Participants present a portfolio of evidence of competence in the areas covered by the scheme's checklist in order to achieve the certificate. Each participant is allocated a mentor who will advise and guide and assess progress. Suitable for staff with a minimum of 6 months experience in teaching literacy, numeracy or ESOL and who have undertaken initial training.

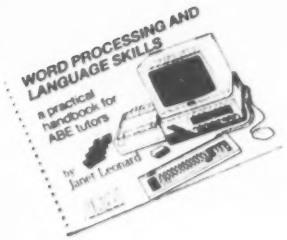
Details of 9281; 9282/3 from City & Guilds, 46 Britannia Street, London WC1X 9RG. Tel: 071-278 2468.

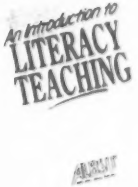
Qualifications for students

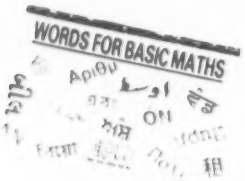
Wordpower and Numberpower.
These are new qualifications for adults working to improve their communications or numeracy skills. There are no exams. To be assessed for a certificate students present evidence to show that they can use their basic skills in everyday life, work or training.

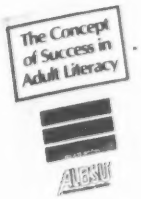
Details from City & Guilds or ALBSU.

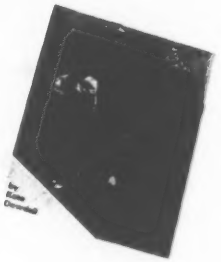
9. Other Useful Materials and Contacts

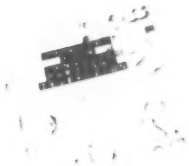


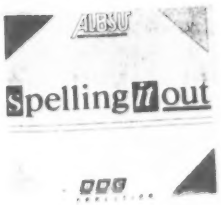
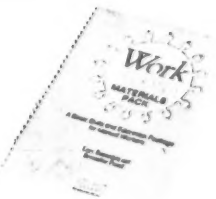


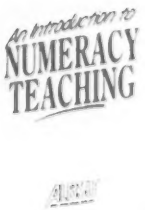


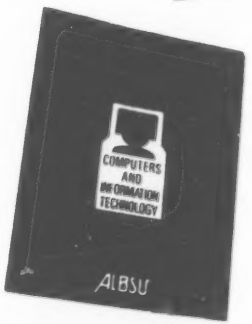












ALBSU
Adult Literacy & Basic Skills Unit

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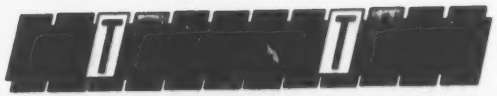
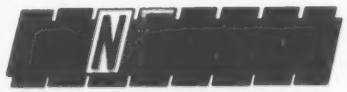


ALBSU's Publications Catalogue contains information on all of the material currently available from the Unit. It includes details of resource packs, handbooks, readers, computer software, reports and leaflets as well as a range of other material used to publicise or promote basic education such as posters, exhibitions, videos and films.

Material published by ALBSU is sold at cost. However, some prices have inevitably risen in the last year or two as has the cost of postage. All of the material we publish is on display in our offices in Central London (we are just next to Holborn Underground Station on the Central and Piccadilly lines) and we welcome callers to look at material. Although our offices are extremely busy we can usually find somewhere relatively quiet for you to look at ALBSU's publications and provide a cup of tea or coffee.

Alan Wells
Director

February 1989



PACKS	*1*
HANDBOOKS	*4*
READERS	*9*
JOURNALS	*12*
REPORTS	*12*
LEAFLETS	*14*
COMPUTER PROGRAMS	*14*
PUBLICITY MATERIAL	*16*
EXHIBITION	*19*
DATABASE	*20*
VIDEO AND FILMS	*20*
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All ALBSU publications are available direct from the Unit, although, due to lack of space, only limited stocks are available at ALBSU's offices. Please include cheques or postal orders with your order, or an official order form. Cheques should be made payable to ALBSU.

Overseas orders should be accompanied by a cheque in sterling that can be drawn at recognised U.K. banks. Please note that postage charges relate to U.K. orders only. Enquiries concerning overseas postage should be made to the Unit.

Symbols following titles of material indicate suitability for use in Literacy, Numeracy or ESL. However, even where material does not have a specific symbol against it, you may find it suitable with appropriate adaptation.

BASELINES

A package of computer based and written material intended to provide guided self-assessment in basic skills. It consists of a disk (BBC or IBM compatible), a set of user's notes and a pack of written material. "Baselines" can form one element in initial assessment and can be used by a student and tutor working together as well as by a student unaided.

ISBN 0 906509 89 0

£15.00

Postage: single copies £1.10; 5 copies £2.80; 10 copies £3.30

WORD PROCESSING FOR LITERACY SKILLS

A pack of materials by Lynette Oliphant for use with the Wordwise or Wordwise Plus word processor. The pack enables students to use the word processor either as a tool for practising literacy skills or as a means of acquiring basic word processing techniques.

ISBN 0 906509 96 3

£12.00

Postage: single copies £2.10; 5 copies £3.30; 10 copies £5.00

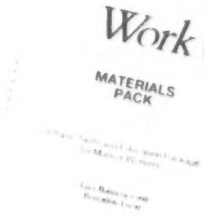
WORDS FOR BASIC MATHS

A set of cards developed as part of an ALBSU Project at Morley College, London. The pack contains common mathematical terms in twelve languages printed on individual cards and contained in a small wallet. There are also blank cards for inserting terms in other languages. The languages used are Arabic, Bengali, Chinese, Greek, Gujerati, Hindi, Italian, Punjabi, Spanish, Turkish and Vietnamese.

ISBN 0 906509 98 X

£2.00

Postage: single copies 26p; 5 copies £1.05; 10 copies £2.10



WORKBASE MATERIALS PACK

Produced by Workbase, a national organisation involved in promoting workplace basic skills training, this pack is designed to assist tutors in producing suitable course material for workplace courses. As well as examples of worksheets it also contains model programmes and sessions.

ISBN 0 906509 97 1

£3.50

Postage: single copies 46p; 5 copies £2.10; 10 copies £2.60

COMPUTERS AND INFORMATION TECHNOLOGY

Produced as part of an ALBSU sponsored project at Friends Centre, Brighton, this pack contains a series of programs aimed to increase familiarity with how a computer works and behaves. It also includes support material both for reference and to encourage discussions on the role of information technology in society.

ISBN 0 906509 90 4

£10.00

Postage: single copies 46p; 5 copies £2.10; 10 copies £2.60

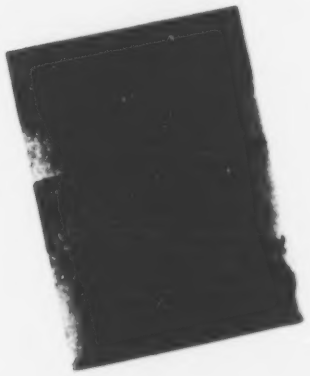
ONE WORLD — MANY WORLDS

"One World — Many Worlds" is a pack designed to foster group work, discussion and writing on the relationship between industrialised and developing countries. It contains four themes which each provide core activities with suggestions for follow-up work.

ISBN 0 906509 91 2

£13.50

Postage: single copies £2.10; 5 copies £3.60; 10 copies £5.00.



THE SPELLING PACK

A collection of practical worksheets, quizzes and games, discussion material and advice on improving spelling. "The Spelling Pack" is suitable for group work and can be used by students for individual study. Each worksheet includes some guidance as to appropriate use.

ISBN 1 870741 01 3

£4.75

Postage: single copies 90p; 5 copies £2.60; 10 copies £3.30

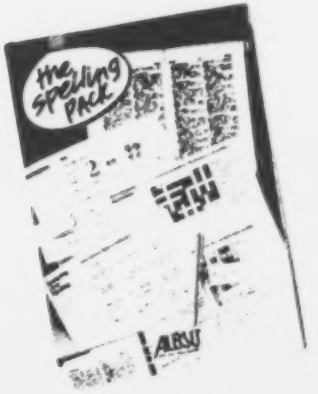
PARENTS AND CHILDREN

An extensive package of thematic material which is intended to raise and promote discussion. It is hoped that tutors and students will be able to use the material in a variety of ways and extend it by adding other material on the same subject. The material is in four sections — the family, children and home, children at school and family health.

ISBN 0 906509 80 7

£12.50

Postage: single copies £2.10; 5 copies £3.30



CONVERSATIONS WITH STRANGERS

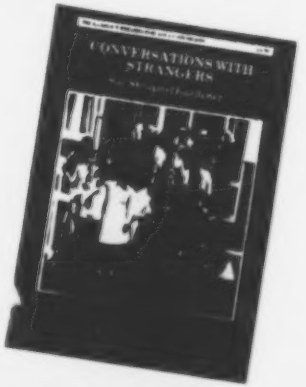
by Sue Gardener

This pack arises from the work of an ALBSU sponsored Writing Development Project and aims to offer students and tutors a variety of ideas about writing. It is divided into three main sections dealing with the process of writing, issues on language and the role of tutor, and themes and beginnings.

ISBN 0 906509 54 8

£3.70

Postage: single copies £1.05; 5 copies £2.60; 10 copies £3.30



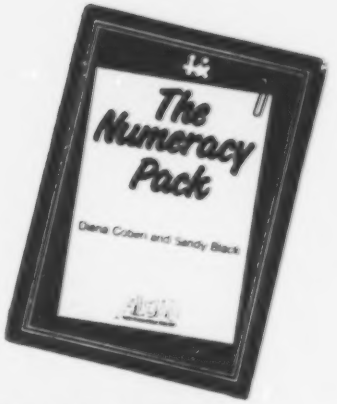
NUMERACY TRAINING

Originally produced by a small group of practitioners in Dorset, "Numeracy Training" is intended for the use of trainers during initial training courses. It is intended to provide a resource rather than a definite course and it is hoped that trainers will add their own materials to the Pack.

ISBN 0 906509 71 8

£2.75

Postage: single copies 40p; 5 copies £2.10; 10 copies £2.60



THE NUMERACY PACK

by Diane Coben and Sandy Black

"The Numeracy Pack" offers a wide variety of worksheets and suggestions for their use by both tutors and students. It is divided into four sections, and includes work on counting and number concepts, the four rules, fractions, decimals, percentages, time, the calendar, money and other general topics.

ISBN 0 906509 53 X

£5.50

Postage: single copies £1.10; 5 copies £2.60; 10 copies £3.30

97

98

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NUMBERS START HERE

One of two packs produced by numeracy tutors involved in the Merseyside and Cheshire Numeracy "Lift-Off" Project. "Numbers Start Here" is aimed at students needing help with pre-number work, number concepts up to ten and the beginning of telling the time and handling money.

ISBN 0 906509 38 6

£1.85

Postage: single copies 60p; 5 copies £2.10; 10 copies £2.80

BEGIN HERE

"Begin Here", also produced as part of the Numeracy "Lift-Off" Project, is intended for students needing help at a fairly basic level and concentrates on the four rules using number bonds up to 100, money and time as well as an introduction to fractions, decimals and percentages.

ISBN 0 906509 39 4

£3.00

Postage: single copies 90p; 5 copies £2.60; 10 copies £3.30

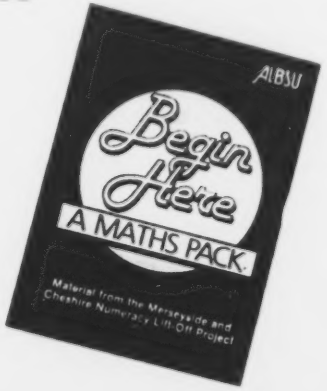
CHALO KAAM KARE

This Pack was produced as part of a project aimed to help Asian adults improve their literacy skills in Leicester. The material, originally intended for use with a series of radio programmes, consists of worksheets giving examples of the sort of forms and reading matter likely to be met in everyday life and includes exercises to practise reading and writing.

ISBN 0 906509 29 7

£2.50

Postage: single copies £1.10; 5 copies £2.80; 10 copies £3.45



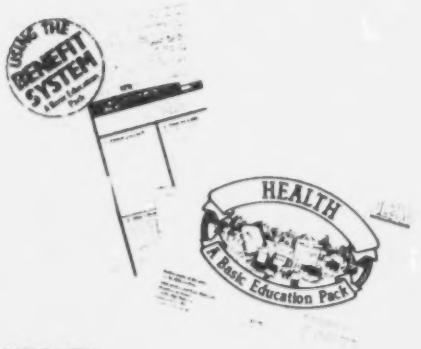
USING THE BENEFIT SYSTEM

Many people have difficulty in getting information and help when dealing with large organisations. "Using the Benefit System" offers practical advice on ways of overcoming such difficulties, gives practice in literacy and numeracy skills in claiming benefits and helps towards a better understanding of the benefit system. Examples of different forms are also provided in the Pack. (Now somewhat dated).

ISBN 0 906509 41 6

£2.50

Postage: single copies 52p; 5 copies £2.10; 10 copies £2.80



HEALTH

A Basic Education Pack

A resource pack which aims to help students improve reading and writing by providing interesting and useful information about health. The four main areas covered in the pack are healthy eating and exercise, smoking and drinking, minor illnesses and using the health service.

ISBN 0 906509 26 2

£2.25

Postage: single copies 46p; 5 copies £2.10; 10 copies £2.60

WORKING ON SERIES

Three practical guides with detailed advice on assessment, review and delivery of basic skills tuition and extensive examples linked to different occupational areas. They are intended for tutors who are:

- Not specialist in teaching literacy or numeracy
- Are new to the subject
- Want to rethink their approach

The handbooks may be particularly useful to tutors and trainers in:

- Employment Training.
- Basic Education.
- Youth Training Scheme.
- Colleges of FE.
- In the Workplace.

Jointly published by ALBSU with COIC:

WORKING ON NUMBER

ISBN: 086110 5036

£9.50

Postage: single copies 90p; 5 copies £2.60; 10 copies £3.30.

WORKING ON READING

ISBN: 086110 5028

£9.50

Postage: single copies 90p; 5 copies £2.60; 10 copies £3.30.

WORKING ON WRITING

ISBN: 086110 5044

£9.50

Postage: single copies 90p; 5 copies £2.60; 10 copies £3.30.

LIMITED COPIES

Also available are some ALBSU Packs published some years ago.

USING THE POST OFFICE

This pack contains notes for tutors, worksheets of varying degrees of difficulty and information on some of the services provided in Post Offices.

ISBN 0 906509 24 6

£2.50

Postage: single copies 75p; 5 copies £2.10; 10 copies £2.60

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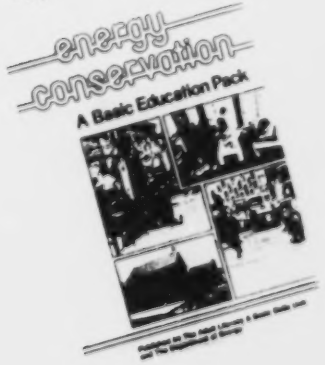
A Basic Education Pack

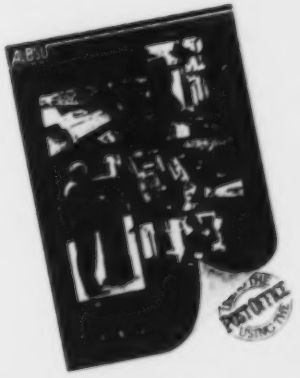
This pack provides a range of activities of varying difficulty in four main areas of energy conservation.

ISBN 0 906509 09 2

£1.75

Postage: single copies 52p; 5 copies £2.10; 10 copies £2.60





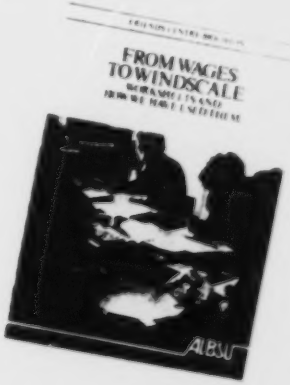
WAGES TO WINDSCALE

A pack containing a selection of worksheets of varying difficulty, covering a wide range of themes and teaching points.

ISBN 0 906509 81 5

£2.00

Postage: single copies 73p; 5 copies £2.10; 10 copies £2.80.



NEWS

LITERACY, NUMERACY AND ADULTS

Evidence from the National Child Development Study

The full report of this one year research project is based on detailed evidence in the NCDS data about 12,500 adults interviewed in 1981 when they were 23 years old and the 1,676 of this group who identified themselves as having difficulties with reading, spelling, writing and maths. It provides some information on the background of those adults with basic skills problems, who may not have come forward for assistance, and gives substantial evidence about who faces literacy and numeracy problems.

Full Report:

85pp
ISBN 0 906509 93 9
£3.95
Postage: single copies 26p; 5 copies £1.10; 10 copies £2.10

Summary:

16pp
ISBN 0906509 94 7
Free
Postage: single copies 14p; 5 copies 39p; 10 copies 73p

DEVELOPMENTS IN BASIC EDUCATION

Special Development Projects: 1978-85
by Alan Charnley and Alexandra Withnall

"Developments in Basic Education" provides an analysis of the Special Development Projects sponsored by ALBSU, and its predecessors since 1978. Although commissioned by ALBSU, the authors have had free rein to reach their own conclusions about the successes and failures as well as to identify important areas for development in the future.

115pp

ISBN 0 906509 99 8

£2.50

Postage: single copies 46p; 5 copies £2.60; 10 copies £3.30

WORD PROCESSING AND LANGUAGE SKILLS

by Janet Leonard

A practical manual for teachers and tutors involved in basic education and ESL who would like to introduce students to word processing through the language curriculum. The book suggests a range of activities linking language and word processing skills, all of which are accompanied by suggestions on how the activities can be integrated into the language curriculum.

131pp

ISBN 0 906509 87 4

£3.00

Postage: single copies 52p; 5 copies £2.10; 10 copies £2.80

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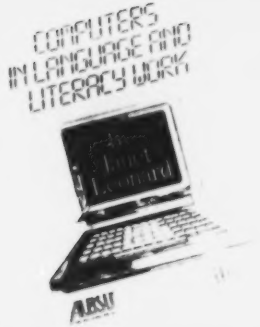


COMPUTERS IN LANGUAGE AND LITERACY WORK

by Janet Leonard

This handbook aims to stimulate computer assisted learning in language and literacy work with adults and young unemployed people in further education. Published jointly with the ILEA, "Computers in Language and Literacy Work" seeks to help basic education practitioners by surveying software and considering future directions.

184pp

ISBN 0 906509 59 9

£2.50

Postage: single copies 46p; 5 copies £2.10; 10 copies £2.60

RESOURCES

A Guide to Adult Literacy and Basic Skills Material

An essential guide for all tutors, "Resources" contains details of over 400 individual pieces of published material as well as reviews of their suitability for use in basic education. "Resources" is divided into six sections — basics, continuing education, life skills, reading for pleasure, student writing and books for teachers.

218pp

ISBN 0 906509 69 6

£2.75

Postage: single copies 46p; 5 copies £2.10; 10 copies £2.60

WRITE ON

by Martin Good

A book published to complement the Channel 4 Television Series "Write On", it aims to help the reader become more fluent in writing as well as indicate sources of help and support. The book also contains exercises and activities for students as well as general advice about improving writing.

70pp

ISBN 0 906509 78 5

£1.50

Postage: single copies 46p; 5 copies £2.10; 10 copies £2.60

IMPROVE YOUR ENGLISH THROUGH TELEVISION

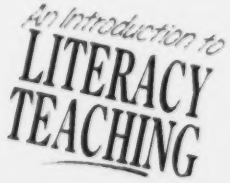
A student workbook to complement the second series of BBC Television's "Switch On to English", it offers activities to extend language and literacy skills, focused on sports, news, drama documentaries and chat shows. The introductory section on how to use the workbook and a glossary of terms is available in Chinese, Greek, Gujerati, Punjabi, Spanish, and Urdu.

56pp

ISBN 0 906509 68 8

£1.15

Postage: single copies 32p; 5 copies £1.70; 10 copies £2.10



SWITCH ON TO ENGLISH

A handbook aimed primarily, but not exclusively, at second language speakers of English who wish to improve their reading and writing skills. Available in English with a limited number of copies available with instructions in Gujerati and Chinese.

60pp

ISBN 0 906509 45 9

Free

Postage: single copies 39p; 5 copies £2.10; 10 copies £2.60

AN INTRODUCTION TO LITERACY TEACHING

The standard introduction to adult literacy teaching for teachers and tutors, it offers ideas on general approaches to teaching, as well as suggestions for work at various levels.

52pp

ISBN 0 906509 16 5

60p

Postage: single copies 26p; 5 copies 90p; 10 copies £2.10

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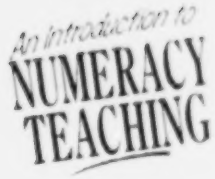


AN INTRODUCTION TO NUMERACY TEACHING

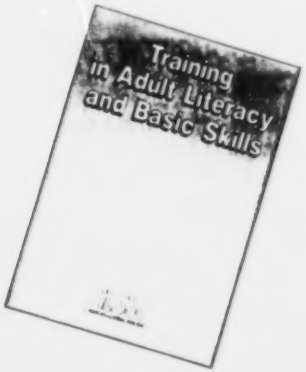
A handbook which provides concise and clear guidance about teaching numeracy. While not intended to be comprehensive, it should provide a useful introduction for tutors and teachers.

64pp

ISBN 0 906509 19

70p

Postage: single copies 26p; 5 copies 90p; 10 copies £2.10



EXTENDING READING SKILLS

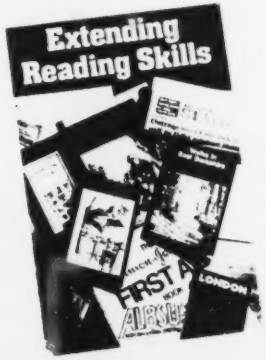
A handbook for tutors who want ideas on extending their students' reading. Produced by a group of experienced practitioners, it considers some approaches that should be useful with students who find that they do not get much enjoyment from reading.

56pp

ISBN 0 906509 70 X

£1.50

Postage: single copies 26p; 5 copies 90p; 10 copies £2.10



TRAINING IN ADULT LITERACY AND BASIC SKILLS

An essential handbook for everyone who has to put training plans into practice. It considers the benefit and effect of an active training policy, the imaginative use of human resources and how to facilitate the sharing of ideas and expertise. The planning of training as well as advice on evaluating courses is also included.

48pp

ISBN 0 906509 58 0

£1.00

Postage: single copies 22p; 5 copies 73p; 10 copies £1.70

WELSH LANGUAGE MATERIALS

Two books have been published arising from the work of an ALBSU sponsored project in Wales concerned with the development of provision and material using the medium of Welsh. Both are available form ALBSU.

Atgofion is a book of Welsh Student Writing

ISBN 0 906509 72 6

£1.00

Postage: single copies 39p; 5 copies £2.10; 10 copies £2.60

Byd Gwaith offers teaching and learning material related to the world of work.

ISBN 0 906509 73 4

£1.50

Postage: single copies 32p; 5 copies £1.70; 10 copies £2.10

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Mae dau lyfr wedi eu cyhoeddi o ganlyniad i'r gwaith a wnaed mewn prosiect a noddwyd gan ALBSU yng Nghymru sy'n ymwneud â datblygiad darpariaeth a defnyddiau trwy gyfrwng yr laith Gymraeg. Mae'r ddau lyfr ar gael oddi wrth ALBSU.

Atgofion Llyfr o ysgrifennu creadigol myfyrwry.

ISBN 0 906509 72 6

£1.00

Postage: copi sengl 39p; 5 copi £2.10; 10 copi £2.60

Byd Gwaith sy'n cynnig defnyddiau addysgol a dysgu ynglŷn â byd gwaith.

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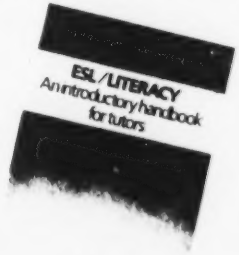
Postage: copi sengl 32p; 5 copi £1.70; 10 copi £2.10



ESL/LITERACY

An Introductory Handbook for Tutors

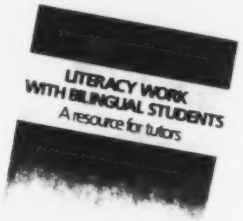
This handbook offers some starting points for tutors who are new to literacy work with second language adult learners. It suggests a general approach to literacy work, describes some common teaching strategies and illustrates how literacy can be developed with individuals and groups through the use of case studies.

52pp

ISBN 0 906509 55 6

£1.50

Postage: single copies 39p; 5 copies £2.10; 10 copies £2.60



LITERACY WORK WITH BILINGUAL STUDENTS

A Resource for Tutors

by Monica Turner

Arising from the work of an ALBSU sponsored Special Development Project in the ILEA, this handbook is based on work with students who are fairly fluent English speakers, and assumes that the tutor has had some experience of working with bilingual students. It offers ideas and approaches for developing reading, writing and language and should be helpful to tutors wishing to develop literacy skills beyond the first stage.

68pp

ISBN 0 906509 56 4

£2.00

Postage: single copies 46p; 5 copies £2.10; 10 copies £2.60

TEACHING GROUPS

A Basic Education Handbook

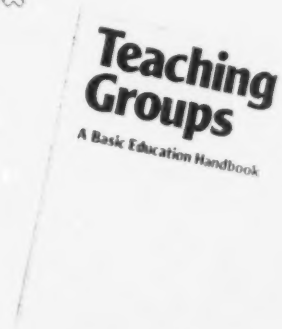
Intended for tutors in basic education who are either involved in group work already or are thinking about introducing it, "Teaching Groups" illustrates a variety of methods which can be used with groups either in one session or over a number of weeks.

56pp

ISBN 0 906509 11 4

75p

Postage: single copies 22p; 5 copies 90p; 10 copies £2.10



HELPING ADULTS TO SPELL

by Catherine Moorhouse

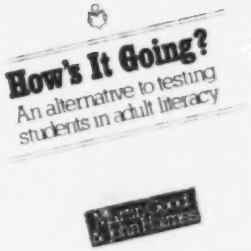
A basic handbook which presents a range of strategies in learning how to write and spell. It contains a wealth of practical advice as well as a good deal of common sense about spelling.

40pp

ISBN 0 906509 15 7

60p

Postage: single copies 22p; 5 copies 73p; 10 copies £1.70



HOW'S IT GOING?

An Alternative to Testing Students in Adult Literacy

by Martin Good and John Holmes

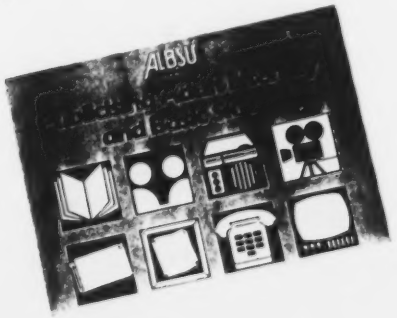
Good and Holmes present not just an alternative to testing but challenge many of the assumptions adopted by teachers and tutors in adult literacy concerning the judgement of student progress.

78pp

ISBN 0 906509 00 9

£1.00

Postage: single copies 32p; 5 copies £1.70; 10 copies £2.10



WORKING TOGETHER

An Approach to Functional Literacy

"Working Together" sets out the implications of and justification for, building literacy teaching around the day to day needs of the student.

76pp

ISBN 0 906509 06 8

£1.00

Postage: single copies 32p; 5 copies £1.70; 10 copies £2.10

PUBLICISING ADULT LITERACY AND BASIC SKILLS

A useful guide to publicity for scheme organisers and others involved in publicising basic skills provision. The handbook is divided into easy reference sections which include practical ideas on a wide variety of publicity methods, such as working with press, TV and local radio, use of the printed word and audio-visual resources and personal contact and liasion.

60pp

ISBN 0 906509 52 1

£2.00

Postage: single copies 39p; 5 copies £2.10; 10 copies £2.60

ACTION AND WORDS

Sharing Literacy Skills in Community Groups

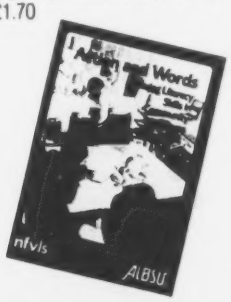
Published by ALBSU and produced by the National Federation of Voluntary Literacy Schemes, "Action and Words" is intended for any group of people who want to work together to improve their literacy skills and should be of particular interest to people in community groups. The handbook gives practical suggestions on setting up provision and considers issues such as contact with other organisations and fund raising.

40pp

ISBN 0 906509 32 7

60p

Postage: single copies 22p; 5 copies 73p; 10 copies £1.70



THE CONCEPT OF SUCCESS IN ADULT LITERACY

by A.H. Charnley and H.A. Jones

An in-depth study which describes the aims and achievements of students who come forward for help with adult literacy and records, mainly in their own words, their perceptions.

200pp

ISBN 0 906509 07 6

£4.75

Postage: single copies 39p; 5 copies £2.10; 10 copies £2.60

WRITE AWAY FROM IT ALL

A Guide to Writing Events

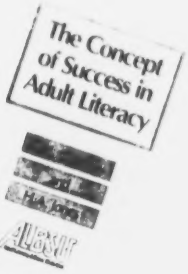
A handbook for anyone involved in planning and organising writing events, "Write Away from It All" provides information and advice on how to organise a variety of events and is based closely on the experience of literacy schemes where writing events are well established.

24pp

ISBN 0 906509 35 1

50p

Postage: single copies 22p; 5 copies 90p; 10 copies £2.10



TEACHING LITERACY AND NUMERACY TO CRAFT STUDENTS

A handbook to help craft lecturers teach students who have difficulties with basic communications skills, including reading, writing and calculation. "Teaching Literacy and Numeracy to Craft Students" considers some of the ways craft lecturers can help students as part of a course and suggests examples based on specific crafts which can be adapted for other subjects.

44pp

ISBN 0 906509 33 5

£1.20

Postage: single copies 32p; 5 copies £1.70; 10 copies £2.10

LITERACY, NUMERACY AND THE YOUNG TRAINEE

Aimed at supervisors who have daily contact with trainees on work experience, "Literacy, Numeracy and the Young Trainee" suggests methods of recognising trainees' needs and gives some advice on ways in which supervisors can help trainees in the normal course of work.

32pp

ISBN 0 906509 04 1

£1.00

Postage: single copies 32p; 5 copies £1.70; 10 copies £2.10

DEVELOPING COMMUNICATION SKILLS . . .

An Ideas Handbook for Work with Mentally Handicapped Adults

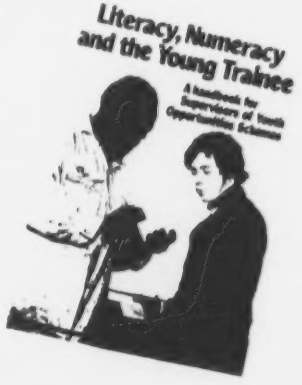
Aimed at tutors working in both basic education and adult training centres, "Developing Communication Skills" offers practical ideas for developing the listening, speaking, reading and writing skills of mentally handicapped adults.

56pp

ISBN 0 906509 36 X

£1.50 (being revised)

Postage: single copies 39p; 5 copies £1.70; 10 copies £2.10



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LEARNING AGAIN . . .

A Guide to Helping Dysphasic Adults with Basic Communication Skills

This handbook arises from the work of an ALBSU Special Development Project in Essex, which investigated the basic educational needs of adults who had lost some of their literacy and communication skills as a result of a stroke or a accident. The book is intended for tutors who are attempting to help dysphasic adults to regain their basic communication skills, and includes sections on assessment, teaching strategies and materials, as well as a background to dysphasia.

56pp

ISBN 0 906509 43 2

£2.20

Postage: single copies 39p; 5 copies £2.10; 10 copies £2.60

LITERACY AND PARTIALLY SIGHTED ADULTS

Intended for tutors with some experience of adult literacy work, this handbook provides information and advice to help tutors adapt their teaching approaches to meet the needs of partially sighted students.

20pp

ISBN 0 906509 22 X

£1.50

Postage: single copies 22p; 5 copies 73p; 10 copies £2.10

WIDENING HORIZONS

A Handbook for Literacy Tutors working with Spastic Adults

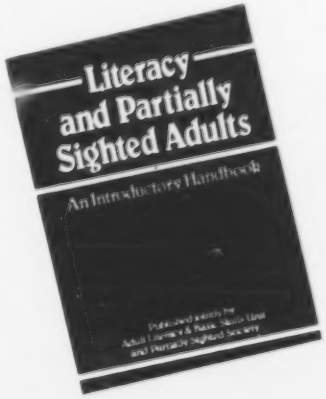
This handbook is intended for tutors with some experience of literacy teaching. It offers background information on some of the problems that face spastic adults and gives the tutor new to this area of work a number of ideas on ways of tackling common learning difficulties.

36pp

ISBN 0 906509 10 6

£1.00

Postage: single copies 22p; 5 copies 59p; 10 copies £1.70



ADULT LITERACY AND THE HARD OF HEARING STUDENT

by Anne Hewitt

This slim handbook attempts to provide an insight into deafness and to offer information and ideas on how to help adults with hearing loss with literacy.

16pp

ISBN 0 906509 84 X

25p

Postage: single copies 14p; 5 copies 32p; 10 copies 52p

NEWMAT

A new series of books designed for adult beginner readers and produced for ALBSU by two Development Projects in Nottingham (NEWMAT) and Peckham Bookplace, South London. Further titles are currently being produced for publication by the Unit.

FICTION

Cockney Adonis

by Kate Dowdall
Peckham Bookplace

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2. Library					
3. Chemists					
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ALBSU NEWSLETTER

The Unit's 16 page, full colour Newsletter is published four times a year, in November, February, May and July. It contains articles information and material reviews and should be of interest to anyone involved or interested in basic education and ESL. The Newsletter also includes a four page practical insert with each issue.

Available free of charge.

Although the Unit does not hold stocks of every back issue of the Newsletter and Inserts, we will try to provide photocopies of articles of interest in the ALBSU Newsletter on receipt of a large stamped addressed envelope.

VIEWPOINTS

A series of occasional papers on specific topics in basic education, published three times a year.

Viewpoints No.1

Numeracy (out of print; photocopies of articles available)

85p

Viewpoints No.2

Special Needs

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Viewpoints No.3

Literacy and Second Language Speakers of English.

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Methods and Materials

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Lessons from Abroad

£1.00

Postage: single copies 26p; 5 copies 90p; 10 copies £2.10

ALBSU ANNUAL REPORT

Copies of the most recent Annual Report of ALBSU are available from the Unit. The Report describes the provision of adult literacy and basic skills and ESL in England and Wales as well as the specific work of the Unit in the year concerned.

Free

Postage: single copies 39p; 5 copies £2.10; 10 copies £2.60

ADULT LITERACY

The First Decade

A booklet produced to mark the tenth anniversary of the adult literacy campaign. It describes the achievements of the last ten years and considers issues and developments in adult literacy work since 1975.

36pp

ISBN 0 906509 57 2

Free

Postage: single copies 26p; 5 copies 90p; 10 copies £2.10

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ORGANISING PROVISION

Good Practice in Adult Literacy and Basic Skills

A major discussion document, first published in 1983, concerning the establishment of good practice in the provision of adult literacy and basic skills. Although not intended to be definitive or prescriptive, it aims to act as a positive focus for continuing discussion and debate.

12pp

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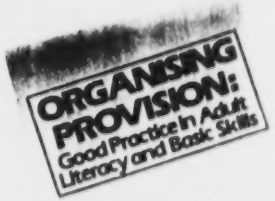
ISBN 0 906509 27 0

Postage: single copies 14p; 5 copies 32p; 10 copies 52p



RESOURCING ADULT LITERACY AND BASIC SKILLS

One of a series of discussion documents published by the Unit as a follow-up to the Good Practice Document, "Resourcing Adult Literacy and Basic Skills" attempts to detail the resources needed to provide a high quality basic education service in each LEA and is intended to be the focus for continuing discussion and debate.

16pp

Free

ISBN 0 906509 82 3

Postage: single copies 14p; 5 copies 39p; 10 copies 73p

SUPPORTING VOLUNTEERS IN ADULT LITERACY AND BASIC SKILLS

A discussion document which attempts to provide more substantial guidance on the support of volunteers in adult literacy and basic skills work.

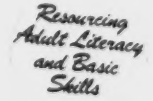
13pp

Free

ISBN 0 906509 27 0

Postage: single copies 14p; 5 copies 32p; 10 copies 52p

(Summaries of the main points of the Good Practice Documents are available free of charge except for postage: 25 copies 39p; 50 copies 52p; 100 copies £1.10)



LIMITED COPIES

The Unit also has limited copies of some FREE Reports:

ADULT LITERACY AND BASIC SKILLS

A Continuing Partnership

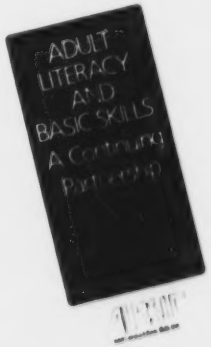
"A Continuing Partnership" published in 1983 describes the development of adult literacy and basic skills work at national level, illustrates achievements, points up future needs and sets out ALBSU's recommendations for the future of the Unit after 1985.

16pp

ISBN 0 906509 34 3

Free

Postage: single copies 22p; 5 copies 73p; 10 copies £1.70



SPECIAL DEVELOPMENT PROJECTS REPORT

ALBSU has regularly published reports on the progress of its various Special Development Projects in England and Wales and copies of some of these are available free of charge from the Unit.

The Final Report of almost all of the Special Development Projects sponsored between 1980-85 is also available describing the work of almost 70 projects.

92pp

ISBN 0 261 662 9

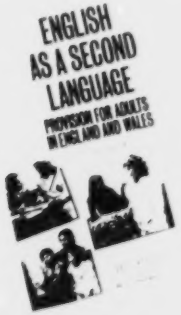
Free

Postage: single copies 52p; 5 copies £2.10; 10 copies £2.80

A

ENGLISH AS A SECOND LANGUAGE

A leaflet describing the background to English as a Second Language work and the current scale of provision.



ADULT LITERACY

A four page leaflet containing general background information about adult literacy for interested groups and members of the general public.

ADULT NUMERACY

A leaflet which outlines the background to basic maths work with adults.

Up to five copies free on receipt of a large stamped addressed envelope: 10 copies 22p; 50 copies 65p; 100 copies £1.70 including postage.

Spelling it out

SPELLING IT OUT

A sixteen page leaflet produced in conjunction with the BBC Series "Spelling It Out". The leaflet gives ideas and practice to improve spelling, guidance on dictionaries and other useful information.

Up to five copies free on receipt of a large stamped addressed envelope: 25 copies £2.10; 50 copies £2.10; 100 copies £2.80 including postage.

M I A

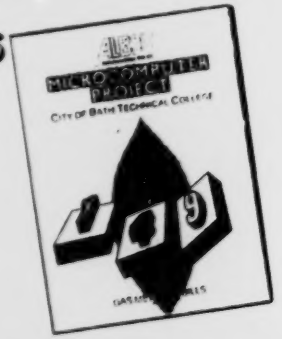
MICROCOMPUTER SOFTWARE

ALBSU publishes programs for use on the BBC Microcomputer Model B. Each package includes tutor notes.

GAS METERS AND BILLS

"Gas Meters and Bills" contain information on sources of natural gas, the operation of gas meters and gives practice in reading meters and understanding bills.

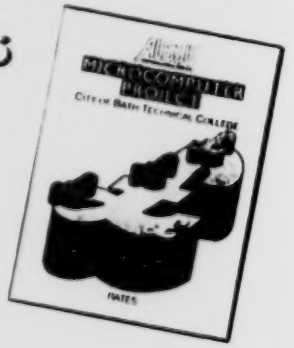
£5.00



RATES

"Rates" includes information on rateable value and methods of calculating rates paid. There is also a game "Running the Town" which gives the player a chance to run a town and set the rates.

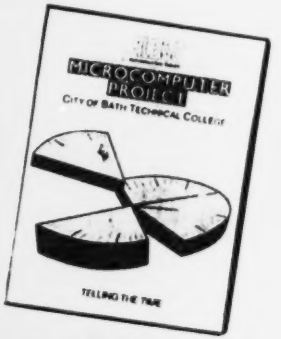
£5.00



TELLING THE TIME

"Telling the Time" includes a diagnostic quiz and lessons on telling the time.

£5.00



PUNCTUATION, SENTENCING AND PARAGRAPHING

"Punctuation, Sentencing and Paragraphing" aims to give students a clearer idea of what constitutes a sentence and a paragraph. A "help" option is also included for students having difficulties.

£5.00

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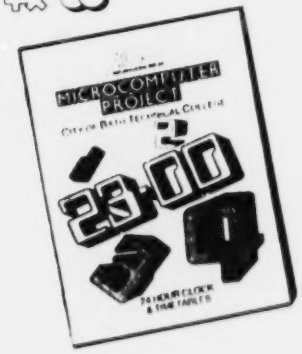
TWENTY-FOUR HOUR CLOCK AND TIMETABLES

"Twenty-four Hour Clock and Timetables" includes explanations of a.m. and p.m. and practice in using the 24 hour clock. It also provides an opportunity to apply this knowledge to bus and train timetables.

£5.00



SPELLING

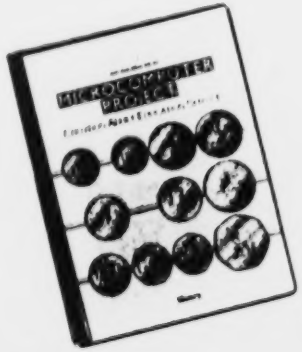
"Spelling" is intended for adults who already read fairly well but have difficulties with spelling. It provides a choice of learning methods and practice. (Two disks)

£7.00

CROSSWORDS

"Crosswords" includes six simple crosswords as well as makes it possible for tutors and students to store their own crosswords and clues which are then presented in random order. (Two disks).

£7.00



MONEY

"Money" deals with coins at a fairly basic level and aims to develop the skill of "counting on".

£7.00

MULTI-MAZE

"Multi-Maze" allows tutors to devise questions tailored to the needs of a particular student. There are 26 different mazes graded in order of difficulty. (Two disks).

£7.00

CON-WORD

"Con-Word" offers exercises in word order. Students need to be able to recognise words and to use them correctly but do not need to be able to spell them. Although sample exercises are included, it is intended that tutors will use their own texts according to student needs. **(This Program requires a Concept Keyboard)**. (Two disks).

£7.00

Postage and Packing: 46p per program.

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BUYER

POSTERS

ALBSU publishes a range of colour posters illustrating common situations in which English language, literacy or numeracy skills are useful. Each poster contains a space for the address/telephone number of a local contact.

SERIES 1

For help with English.

1. **School** (English, Hindi, Gujerati, blank)
2. **Reading a Newspaper** (English, Turkish, Arabic, blank)
3. **Hospital** (English, Italian, Spanish, blank)
4. **Watching Television** (English, Punjabi, Urdu, blank)
5. **Job Centre** (English, Chinese, Vietnamese, blank)
6. **Homework** (English, Punjabi, blank)
7. **Neighbours** (English, Greek, Italian, Spanish, blank)
8. **Railway Station** (English, Bengali, Urdu, blank)

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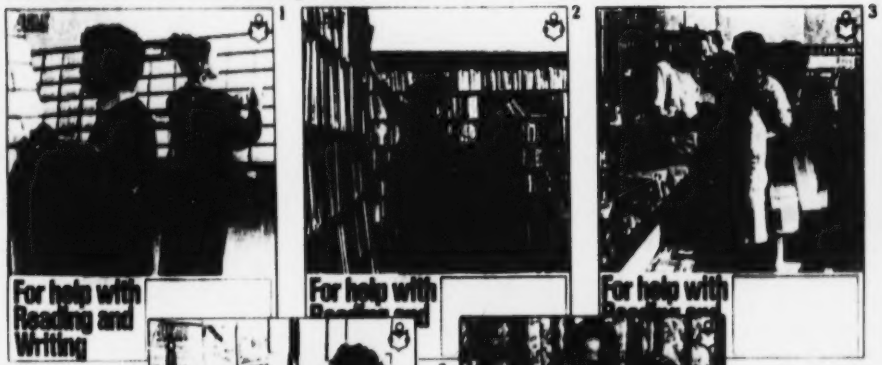
SERIES 2

For help with Reading and Writing.

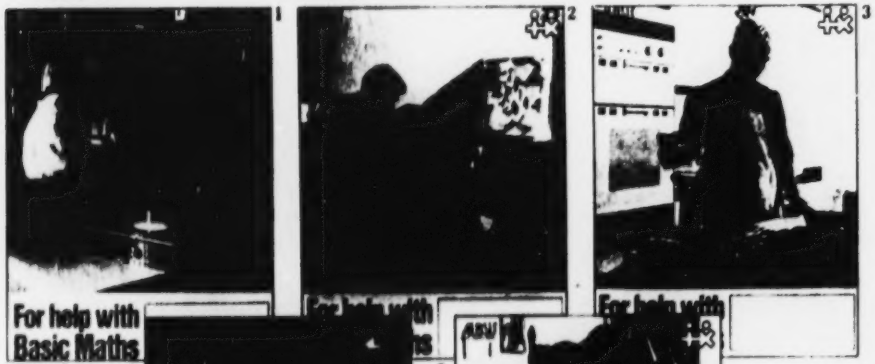
1. **Job Centre**
2. **Library**
3. **Chemists**
4. **Noticeboard**
5. **Reading to Children**
6. **Typing**
7. **Market Garden**
8. **Railway Station**

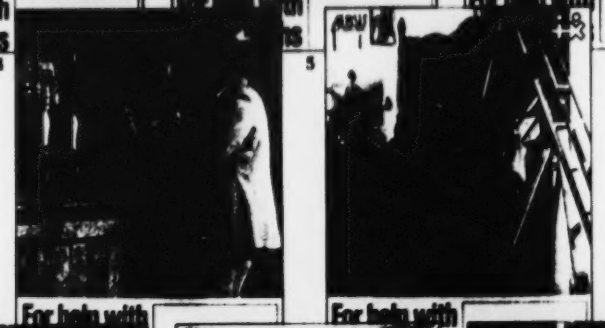


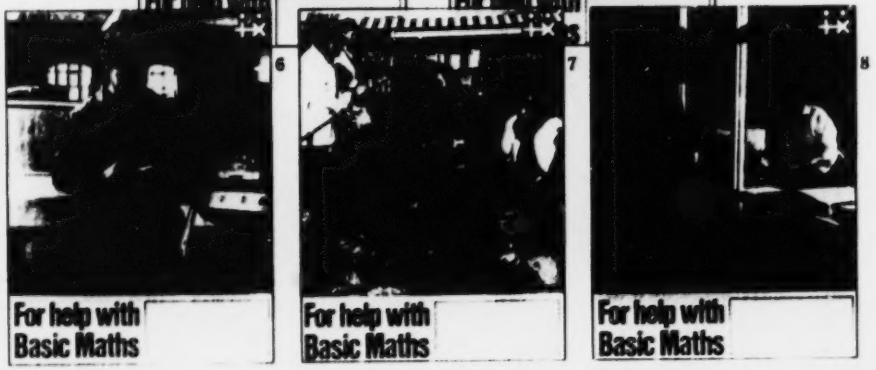
SERIES 3

For help with Basic Maths.

1. **The Checkout**
2. **Working with Computers**
3. **Cooking**
4. **The Pub**
5. **Measuring**
6. **Wages**
7. **Cattle Market**
8. **Building Society**







All posters are available in two sizes:

15" × 20" 30p each.
9" × 20" £2.00 per hundred.

Postage: large posters: single posters 32p; 10 posters 65p; 20 posters £1.10.

Small posters £2.10 per hundred.

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CELEBRITY POSTERS

The Unit still has limited copies of colour posters featuring well known personalities. (Tony Blackburn, Ruth Madoc, Ronnie Barker, Clive Lloyd and Barry Took).

16" × 13"

Free

PUBLICITY CARDS

Small publicity cards for ESL Literacy and Numeracy work with space for a contact address and/or telephone number. Printed red on white card.

100 cards (2" × 3¼") £1.50 including postage.

SYMBOL POSTERS

A3 size ESL symbol posters, Literacy symbol posters and Numeracy symbol posters are available from ALBSU in the following colours:

ESL — red, blue, green.

Literacy and Numeracy — red, blue, green, orange, black.

5 posters any colour or mixed 65p; 10 posters £1.10; 50 posters £5.00 including postage.

SYMBOL BADGES

ESL symbols badges — red, blue, green.

Literacy symbol badges — red, blue, green, orange, black.

Numeracy symbol badges — red, blue, green, orange, black.

Up to 5 of any badge free of charge.

10 badges (mixed if required) £1.10 including postage.

SYMBOL STICKERS

Sheets of small ESL symbol stickers (red, blue, green), Literacy symbol stickers and Numeracy symbol stickers (red, blue, green, orange, black) are available from the Unit.

£1.50 for 10 sheets (mixed if required) including postage.

SYMBOL SHEETS

A4 symbol sheets are available with the ESL symbol or Literacy symbol or Numeracy symbol in three colours (red, blue, or green).

5 sheets (any colour or mixed) 45p
10 sheets (any colour or mixed) 80p
50 sheets (any colour or mixed) £3.60

All prices include postage and packing.

CAR STICKERS

Double sided ESL symbol, Literacy symbol and Numeracy symbol stickers. Adhesive on one side only, but printed on both sides, they can be used on windows, doors, etc. A space is also provided to write in a local telephone number in pen, pencil or felt tip.

ESL — red, blue, green.

Literacy and Numeracy — red, blue, green, orange, black.

Up to 5 free of charge on receipt of a large stamped addressed envelope. Otherwise, 10 stickers £1.10; 50 stickers £5.00; 100 stickers £9.00.

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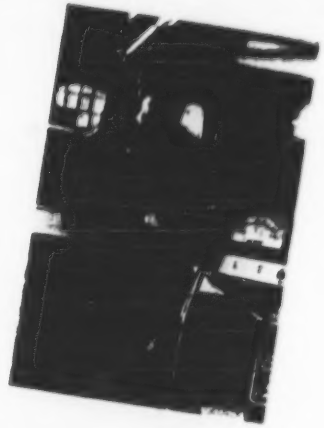
EXHIBITION

An ALBSU Exhibition is available free of charge (except for the cost of return) from the Unit. The Exhibition consists of laminated sheets of colour photographs (of various sizes) which can be mounted on a wall or on display boards. Each board is self explanatory although, rather than be used alone, the Exhibition is intended to complement locally produced material.

The ALBSU Exhibition is packed in a carrying case. For further details, contact ALBSU.



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DATABASE

ALBSU's Database contains details of about 6,000 individual items of adult literacy and basic skills and ESL material on a computer based at the Unit's offices in Central London.

The Database includes details of:

- published material
- unpublished material produced by local schemes from whom copies may be obtained
- unpublished material produced by local schemes which may be of interest to other tutors

In the main material is from the UK although the Database also contains some material from other industrialised countries where it is available in English.

The ALBSU Database is not intended to provide a review of a particular piece of material or any judgement on its suitability (the Resources Book described on page 5 does that job). However, it will tell you the following:

Author

Title

Availability (whether published or not)

Location (where the copy used by the researcher was located)

Publisher

Details (a list of descriptors which describe the contents of the material)

A leaflet on how to use the Database is available direct from ALBSU. Use is free of charge although the Unit reserves the right to make an administrative charge for a complete print out or a substantial number of print outs.

D F

Video (VHS or Betamax) can be loaned from Regional Advisory Councils or direct from ALBSU free of charge (except for the cost of return).

ADULT LITERACY
Teaching in a Group

This training video is aimed primarily at group tutors in adult literacy schemes, and is approximately 35 minutes long. Filmed at Loughton College of Further Education in Essex, it features the work of one adult literacy group over four consecutive weeks. The video shows the group at work and in particular focuses on the role of the tutor. It is unscripted and unrehearsed and does not aim to demonstrate "the right way" of doing things, rather it illustrates some aspects of group work and provides discussion points that may be useful in tutor training courses or in-service sessions.

ADULT LITERACY
A Publicity Programme

A short tape/slide on video publicity programme about adult literacy. The programme, which runs for approximately nine minutes, describes the background to adult literacy and features students talking about how they have dealt with their literacy difficulties.

NUMERACY
A Publicity Programme

A short tape/slide on video publicity programme about numeracy. Just under five minutes long, the programme describes the difficulties encountered by adults largely through the voices of current students.

A WRITING WEEKEND IN NORTH WALES

Approximately 35 minutes long this video features a writing weekend organised by students and tutors from the Walsall Adult Literacy Scheme. It is not intended to be a specific teaching programme or to indicate the way to organise writing weekends; rather it is a video film of what actually took place — warts and all.

Films are available for hire either from Concord Films Council, 201 Felixstowe Road, Ipswich, Suffolk IP3 3BJ (0473 76012) where a handling charge is payable, or through Regional Advisory Councils or direct from the Unit.

Copies of all films and videos can also be purchased from the Unit. Prices supplied on request.

HELPING WITH SPELLING,
16mm colour, optical sound, 25 minutes

"Helping with Spelling" features students and tutors from Brixton, South London, demonstrating some techniques they have found particularly useful in spelling. (Produced 1979)

IT'S NO LONGER A SECRET
16mm colour, optical sound, 30 minutes

The film features three students from different parts of the country who have all achieved a measure of success in improving their literacy skills. By showing these three students at work and at home, and by encouraging them to talk about their experiences, the film aims to reinforce success and demonstrates the changes that have happened as a result of improving basic literacy. (Produced 1979)

GROUP TEACHING — THE USE OF A THEME
16mm colour, optical sound, 30 minutes

"Group Teaching" shows a group of students during the course of three consecutive sessions which concentrate mainly on one theme — Schooldays. The learning activities arise as a result of discussion, sparked off by pieces from students writing about their most vivid memories of school. (Produced 1978)

TEACHING ADULTS TO READ
16mm colour, optical sound, 30 minutes

This film sets out to demonstrate the wide range of teaching activities that can be used, using one piece of student writing. A set of slides and tape that act as a reminder of the film can also be bought from Concord Films Council. (Produced 1977).

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Literacy, Numeracy and the Young Trainee 8
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Teaching Groups 7
Teaching Literacy & Numeracy to Craft Students 8
Telling the Time (computer program) 14
Training in Adult Literacy and Basic Skills 6
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Using the Benefit System 3
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Welsh Language Materials: Algofion 6
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Words for Basic Maths 1
Workbase Materials Pack 1
Working On: Number 3
Reading 3
Writing 3
Working Together 7
Write Away from It All 8
Write On 5
Writing Weekend in North Wales (video) 20

Further copies available from:

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